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ABSTRACT

Proceedings are reported of a conference for Illinois occupational teacher educators designed to share with them information and materials developed in selected projects and to involve them in long-range planning for program improvement. Following a brief introductory section, the report presents summaries of the conference presentations given by representatives of three state agencies and by directors of recent projects funded by the Division of Vocational and Technical Education. The titles of these presentations are Out of the Seventies--Into the Eighties; Illinois Education/1975 (Film Script); A Manual of Procedures for Approving Illinois Teacher Education Institutions and Programs; Preservice Occupational Program; Administration by Competency; Capstone; Career Guidance Coordinators; Health Occupational Teacher Education Program; Instructional Management Program to Advance Career Training; and Occupational Education Administration. The appendix includes reports of conference discussions held by the following task force planning groups: administration; applied biological and agricultural occupations; business, marketing, and management occupations; elementary, career education, and guidance; health occupations; industrial oriented occupations; and personal and public service occupations. (EM)

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PROCEEDINGS

INTO THE EIGHTIES
Conference on Occupational
Teacher Education

BEST COPY AVAILABLE

May 14-16, 1975
Sheraton Motor Inn
Springfield, IL

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Bessie Hackett
Alan Johnson
Illinois State University
William Reynolds
Division of Vocational & Technical Education

Sponsored by the Division of Vocational and
Technical Education and Illinois State University.
Funded by the Education Professions Development
Act, Part F, Section 553.

OE 013 065

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INTRODUCTION

The Conference on Occupational Teacher Education, "Into the Eighties," held at the Sheraton Motor Inn in Springfield on May 14-16, was the last of a series of three conferences hosted by the Illinois Division of Vocational and Technical Education during 1974-75 and supported by Part F monies from the Education Professions Development Act. The earlier conferences, a National Curriculum Diffusion Seminar held at Southern Illinois University - Carbondale and a Region V Competency-Based Teacher Education Workshop in Chicago, were directed primarily toward out-of-state audiences. The final conference was conceived to share information and materials developed in selected projects with occupational teacher educators in Illinois and to involve these professionals in long-range planning for program improvement.

The conference staff, in consultation with the University Occupational Education Coordinator's Council and in cooperation with the Division of Vocational and Technical Education, issued invitations to occupational educators on each state university campus and to selected participants from other levels and agencies in education. Approximately 150 participants attended the three-day conference. Expenses for the majority were underwritten by EPDA funds.

To launch this conference "out of the seventies and into the eighties," presentations were given by representatives of three state agencies and by directors of recent projects funded by the Division of Vocational and Technical Education. Summaries of these presentations are included in this report.

Seven staff members from the Division of Vocational and Technical Education--representitive of the five occupational areas, guidance, and administration--served as co-leaders of task force groups with seven teacher educators from various universities. These individuals met together in advance to determine procedures and to develop worksheets for small-group discussion and planning sessions.

In preparation for their projected plans for statewide improvement of occupational teacher education, participants were asked to review three documents: the Report of a Study for Improving Personnel Development in Occupational Education for Illinois (Appelgate, 1974); Career Education Journal/ Winter, 1975, Vol. 32, No. 2; and A Study of Demand and Factors Related to the Improvement of Occupational Education Personnel Development Programs in the State of Illinois (Harris, 1975).

These publications provided supporting data for conclusions reported by group leaders at the final general session. Task force group reports are compiled by area in this publication.

Wednesday
May 14, 1975

11:00 REGISTRATION
Territorial Rooms I & II

1:00 GENERAL SESSION
Territorial Rooms I & II

Welcome—Bessie Hackett

Conference Program—Alan Johnson

"Out of the Seventies"—William Reynolds, DVTE

Projects Preview—Alan Johnson

Pre-service Occupational Program (POP)—Franzie Loepp and Alan Johnson

3:00 BREAK

3:30 MINI-SESSION
Project Dissemination

4:30 MINI-SESSION
Project Dissemination

Administration by Competency (ABC)
Western Reserve Room I
Capstone
Western Reserve Room II
Career Guidance Coordinators
Land Grant Room I
Health Occupations Teacher Education Program (HOTEP)
Land Grant Room II
Instructional Management Program to Advance Career Training (IMPACT)
Territorial Room I
Occupational Education Administration
Territorial Room II
Pre-service Occupational Program (POP) display
Territorial Room III

5:30 ADJOURN

Thursday
May 15, 1975

9:00 GENERAL SESSION
Territorial Room I & II

"Into the Eighties"—William Reynolds, DVTE

Teacher Education in the Eighties
As viewed by the Illinois Office of Education

10:30 BREAK

10:45 Teacher-Certification in the Eighties
As viewed by the Teacher Certification Board

11:30 Lunch (on your own)

1:00 TASK FORCE PLANNING GROUPS

Administration
Territorial Rm. I
Applied Biology
Territorial Rm. II
Business
Territorial Rm. III
Elementary and Guidance
Land Grant Rm. I
Health
Land Grant Rm. II
Industrial
Western Reserve Rm. I
Personal & Public Service
Western Reserve Rm. II

2:45 BREAK

3:15 TASK FORCE PLANNING GROUPS

4:30 Dinner (on your own)

7:00 TASK FORCE PLANNING GROUPS
(This session optional at discretion of each group

Friday
May 16, 1975

9:00 TASK FORCE PLANNING GROU

10:15 BREAK

10:45 GENERAL SESSION
Territorial Room I & II

Task Force Reports

12:00 ADJOURN

CONFERENCE PROGRAM

CONFERENCE CONTRIBUTORS

Coordinators

Bessie Hackett, Illinois State University
Alan Johnson, Illinois State University
William Reynolds, Division of Vocational and Technical Education

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EVALUATION
OCCUPATIONAL TEACHER EDUCATION CONFERENCE

Your reactions and suggestions on the conference are requested. Please circle the number which best reflects your feelings.

1. Strongly Disagree
2. Disagree
3. Agree
4. Strongly Agree

Return this form to the conference registration desk at noon on Friday when you turn in your hotel receipt and sign the expense voucher.

A. 1 2 3 4 As a result of the Conference presentations I will seek further information about the materials developed by one or more projects.

B. 1 2 3 4 The Task Force Groups provided an effective vehicle for providing input for statewide long-range planning.

C. 1 2 3 4 The objectives of the Conference were clearly communicated.

D. 1 2 3 4 The objectives of the Conference were achieved.

E. 1 2 3 4 The brief overviews of the projects helped in deciding which mini-sessions to attend.

F. 1 2 3 4 The mini-sessions provided an effective means for disseminating information about personnel development projects.

G. 1 2 3 4 The Thursday morning General Session provided an appropriate charge for the Task Force Groups.

H. 1 2 3 4 Positive, implementable recommendations for teacher education in Illinois were formulated by the Task Force Groups.

I. 1 2 3 4 My overall rating of the Conference is positive.

In this section please write your comments, concerns, plaudits, and/or criticisms.

CONFERENCE EVALUATION
TABULATED RATINGS

(Total Respondents: 61)

A. As a result of the Conference presentations I will seek further information about the materials developed by one or more projects.

1. 2% 2. 7% 3. 57% 4. 34%

B. The Task Force Groups provided an effective vehicle for providing input for statewide long-range planning.

1. 2% 2. 11% 3. 43% 4. 44%

C. The objectives of the Conference were clearly communicated.

1. 7% 2. 23% 3. 42% 4. 28%

D. The objectives of the Conference were achieved.

1. 3% 2. 7% 3. 68% 4. 22%

E. The brief overviews of the projects helped in deciding which mini-sessions to attend.

1. 2% 2. 8% 3. 51% 4. 39%

F. The mini-sessions provided an effective means for disseminating information about personnel development projects.

1. 2% 2. 9% 3. 52% 4. 37%

G. The Thursday morning General Session provided an appropriate charge for the Task Force Groups.

1. 7% 2. 20% 3. 53% 4. 20%

H. Positive, implementable recommendations for teacher education in Illinois were formulated by the Task Force Groups.

1. 3% 2. 3% 3. 55% 4. 39%

I. My overall rating of the Conference is positive.

1. 5% 2. 8% 3. 57% 4. 30%

EVALUATION FORM COMMENTS

The following are comments solicited from conference participants.

Must have follow-up of conference and dissemination of information. Change is time connected - let's get together with those able to make power/political positive decisions for effective change. Talking to each other is positive but Deans of Colleges of Education, IBHE, IOE, ICCB, and DVTE must be aware of our concerns and provide means for support - $.$.$.$... Enlarge this activity!

Hope recommendations will be at least partially implemented.

DVTE Leadership was excellent.

Better communication concerning purpose of conference. Program needs to be disseminated in advance.

I was pleased to see cooperative efforts in planning. I hope the results of such planning will be implemented and follow-up activities will be forthcoming.

Our final "task force" session was hampered by the fact that the written information could not be duplicated and made available to the participants. The many points and responses developed were read - rather quickly, though clearly - and then opened for re-consideration. I would like to have had the copy under consideration visually in front of me.

Lets go!

I sincerely hope our suggestions will be implemented. Nine very busy men from Agr. Ed. gave 3 full days! Don't waste this month's work.

Need for action as a result of the conference - Let's do something - Usually the reports are turned in but that is the end. A priority listing of the recommendations should be established and action taken.

Group was too diverse to effectively accomplish more than a review of concerns. Very difficult to reach consensus on what needs to be done with so many people attempting to formulate plans. Should have been followed-up by a small task group meeting charged with responsibility for writing recommendations.

I was invited because of my interest in the development in K-12 career education programs. I have given 3 days to this meeting. On Thursday I was informed that elementary programs are not to be considered. Thus, the program in Springfield was misrepresented to NIU and to me.

Need tables for task force groups since writing was required.

Need to involve more LEA representatives in this - concerns are closer to them.

Of three such conferences I have attended, this one has been the best.

I am concerned about criticisms of certification. The fact that there are a few people against certification to further their own interests or cover up for their lack of qualifications doesn't make them right. Some people hate to put these people down because it would be interpreted as a personal attack.

A more concerted effort should be made to incorporate voc-ed emphases into the broader concepts of career ed., i.e., - one official state document detailing goals for occupational education (see recommend 6, p. 34 of Appelgate report).

The only change I feel would have helped to make the conference more effective involves compacting the pre-task force activities so that more time could have been spent in task force meetings.

Need stronger charge of responsibilities. Need definition of parameters and terms prior to start of work in task force groups. Why do we seem to always go to these meetings and operate off the top of our heads? Why not have the participants really research the topics we address? Why don't we ever meet at the DVTE curriculum lab or some university library and arm each person with a stack of books and the latest literature on a topic?

I enjoyed the opportunity for free time on Wed. p.m. to discuss work and play with old friends and new acquaintenances.

Get more of these workshops - problem solvers - in the future!!! Outstanding.

Had the conference objectives been clearly defined before arrival - more input from university personnel could have been utilized.

I truly enjoyed this Conference and finding out the trends and issues in the Occupational Field.

Other groups needed to be included - i.e., certification, etc. What happens after the conference to bring about change is the basis for evaluation.

Too much time spent in general sessions, listening to too many say, too little, i.e. - Wed. afternoon, Thurs. morning.

I would like to have been able to have attended a couple other mini sessions. I am dissapointed in that we were never really presented with the significance of the Appelgate report as it related to this conference. It was mentioned but not emphasized and this has had a very negative effect. The recommendations etc., as developed in the Appelgate report are very well developed and we would have developed better statements by modifying those already developed rather than inventing our own.

.P.A. system should have been used. Start morning sessions at 8:00 a.m. rather than 9:00 a.m. Felt that DVTE staff had a genuine interest in getting and using the input solicited. Good Conference.

OUT OF THE SEVENTIES AND INTO THE EIGHTIES

William Reynolds
Department of Vocational and Technical Education

Most everyone is aware that occupational education in Illinois is at a crossroad. Decisions which are made at this conference could have ramifications on our courses of action in the immediate future and for some years to come. In a recent speech concerning higher education, Dr. Cronin created some waves by challenging the higher education system to be more responsive to the needs of the public school sector. These small ripples will become tidal waves if we fail to redesign parts of delivery systems for teachers and administrators.

Since 1969 the Department of Vocational and Technical Education has committed approximately $1 million dollars each year for the improvement of instruction through curriculum and personnel development. What impact has this money made? What has it produced? Did it accomplish what it set out to do?

The answers to these questions are not really known. However, subtle changes have occurred; and whether we are happy with the progress we have made, the fact remains that occupational educators are showing the way.

Dr. Harry Broudy, University of Illinois, asserted at a Regional Conference in Chicago that the onus of all education, whether we like it or not, is upon occupational educators. We do not have a choice! If this is true, then it is a bit frightening to contemplate our obligations. How do we meet this challenge? This is what we are here for - to plan our way and perhaps our destiny!

I really believe that our strengths lie not only in our ability to challenge, debate, and question each other but also to have the professional integrity to sit down and plan together.

So, here we are in the seventies. Where do we go in the eighties? Before we conclude this conference, I hope we have some clearly defined recommendations for the Superintendent and the Illinois Board of Education.

Illinois Education/1975 Script - Film Version

Illinois Office of Education

"I am Joseph Cronin, Illinois State Superintendent of Education. I came to Illinois to help direct what the State Board of Education and I hope will be a new era in Illinois education.

The first priority of my administration was to look at Illinois education first-hand, meeting teachers, students, parents and administrators statewide. During the months to come, I look forward to meeting many more of you as I visit and revisit schools and educational programs throughout Illinois.

I want to see the accomplishments and hear suggestions on how the Illinois Office of Education can help solve the problems.

Working together, we can continue to improve the quality of Illinois education, coming closer to the realization of every educator's goal - that of educating each child to the fullest extent of his capability."

The Illinois State Board of Education assumed its constitutional responsibility on January 14, 1975. The new Board will establish policy for Illinois education, coordinate educational programs, provide services, provide leadership and (pause) help determine the future course of education in Illinois!

The Board's first official act was to hire Dr. Joseph Cronin as State Superintendent of Education. His first decision was to tour Illinois, examining the state of education. Dr. Cronin's visits included dozens of public schools, along with vocational and special education centers and both parochial and private schools.

The tour led to more than 1000 classrooms in 50 communities from Cairo to Chicago, from Rock Island to Rockford and Kankakee. It provided the Superintendent a chance to listen to teachers, parents, students and administrators in hundreds of districts. Superintendent Cronin also:

> took an early morning bus ride with pupils; made visits to troubled communities such as East St. Louis - a city beset with many problems - and Johnston City, where a new school suffered structural damage when its foundation settled into an abandoned mine; had short talks with students, parents and teachers, civil, labor and business leaders;

had a chance to look at new schools and at well equipped facilities as well as old schools which meet only minimum requirements;

inspected prisons, adult centers--examining their education programs;

consulted with members of the business community, such as Caterpillar and Illinois Bell, reviewing the educational programs that industry provides for employees.

As the tour progressed, many questions were raised about education in Illinois. What does Illinois education look like in 1975? What are the highlights and successes? What are the problems? Where are the urgent needs? What can the new State Board of Education do to help solve the problems, fill the needs and support the successful?

The Superintendent's visits were not restricted to problem areas. The best of Illinois' schools provide the finest education in the world. The outstanding programs include flexible spaces, individually tailored instruction, excellent environments in which children might learn. Schools with outstanding programs often have instructional centers or libraries rich in materials, with aids or volunteers ready to use all the resources at hand to stimulate learning.

The tour included areas of poverty and industrial deprivation. Since Illinois schools depend heavily upon the property taxes for their operating and building funds, many districts spend very little either for schools or facilities. The quality of education available there doesn't compare with big city or suburban expectations.

The problem areas are marked by overcrowded classrooms and double shifts, inflexibility and old buildings whose aging facilities threaten even the physical well-being of the children. In some schools, special education students are segregated because there are no ramps or elevators. Students in special classes are no longer called "feeble minded," but they receive constant reminders why they are there. The worst schools suffer from old buildings, tired teachers, stale curriculum and school board members who use their positions to further their own needs by taking costly trips or diverting school funds for other purposes.

The Superintendent visited areas where a school bond referendum to improve the quality of education is simply never considered because there just isn't much money or property to tax. The districts he visited ranged from one that had defeated six consecutive referenda to the Valley View district, which has passed 21 consecutive school improvement bond referenda, which is reflected in their schools.

The Illinois economy required a good education for many jobs. Among those with high school diplomas, employment is very high. Although the average level of Illinois education is very high, according to the 1970 census 2.8 million adults in Illinois never made it through grade 12, including 750,000 grownups who don't have the equivalent of an 8th grade education. All too many of those found in our prisons, unemployment lines and public aid rolls come from this pool of pupils.

In many cases, teachers are the key to quality education. Attractive places in which to learn and the motivation provided by top-notch teachers can only enhance the learning experience. Teachers who are well-trained, intelligent and dedicated, who love children and learning, are the most valuable resources any school can have. Illinois has many teachers who are ready and willing to mold each child's education into something meaningful to that child. Education can and should be an exciting, challenging and rewarding experience for every student.

Our schools have always trained young men and women. It is now time to train each youngster for the career of his or her choosing--one not dictated by sex. Young women needn't be locked into traditional roles. Women also have the right to strive to become engineers, printers and plumbers, accountants, lawyers and business managers. Through counseling and changes in the curriculum, all children can have equal treatment and equal opportunities.

Dr. Cronin reports that many elementary schools are now helping children grow as individuals. Humans need privacy, which able teachers provide in some unusual, imaginative and economical ways--places to read, or think or dream for a few minutes.

The best high schools in Illinois include well stocked libraries, laboratories and work rooms, one or more gyms and lounge areas for students. Many are colorful places--even the older schools which have been redecorated.

Schools more and more are helping students become responsible adults; but, sadly, schools often put children down and send them messages that they should stay in groups and be seen, not heard.

Equally depressing is the fact that some high schools do not pass even life/safety inspection. Inadequate heating, dangerous boilers, leaks in the roof, jagged edges on student lockers--these do not guarantee protection to pupils or faculties. Some rural schools are as bad as some city schools--with art rooms which jolt the senses, music rooms with defective acoustics, industrial art rooms that resemble junkyards. Frequently, state officials have no alternative but to order the closing of such facilities.

Many schools have expanded the curriculum to include vocational education--training students in the skills and attitudes of the world of work. While some students complete courses in high school, many others participate in area vocational programs--one such program is operated in a converted Nike missile site. Students study in vocational centers for half-days, taking other subjects at their home high schools. Vocational education programs in government and industry increase the skills and career potential of persons who are already members of the work force.

Education for the "special" student is also taking new forms. The physically handicapped are being given the facilities they require in order to receive the education they will need to compete in the job market. Disturbed and retarded children no longer need to be regarded as charges of the state. Special classes and specially trained teachers are opening new doors for these students also.

The successes of Illinois education only accentuate the unmet needs. Women want their chance as students to have equal access to athletic facilities. Minorities deserve the chance to learn, live and work wherever they desire. This cannot be accomplished by separate schools. Handicapped children need the influence of all children. They should have the chance to learn in their own communities, most of them spending at least part of the day in classes with other children. They, too, can eventually make positive contributions to our society. Many with handicaps will be able to hold a job.

American Indians needn't be stripped of their heritage in order to conform to education, and bilingual students should be able to expect instruction in both languages.

Education doesn't have to stop with adulthood. Learning is a life-long process, an adventure that adults should be encouraged to continue their participation in. Whether training for a position in management or learning to read, adults who wish to further their education needn't find the path blocked. Schools should work with industry and government to plan preretirement programs to assist older workers to face the economic and social realities of their retirement. People who have spent a lifetime paying for schools should be able to return to school simply because they want to take courses they never had time for while they worked.

In these times of economic uncertainty, it is important to use all resources and facilities wisely. School administrators need to be aware of the advantages of cooperative purchasing, sharing the cost and use of expensive equipment. More astute business management could save money in many districts. School

district reorganization has met a great deal of opposition; yet, of the 1039 school districts in Illinois, 237 have fewer than 20 teachers, 207 districts have fewer than 300 students, 7 have fewer than 50 students and several others have virtually no tax base at all. The level of education in most of these schools has to suffer from lack of choices for students.

Schools with declining enrollments should consider new uses for their buildings, adult classes, early childhood classes, cooperative special education efforts with neighboring districts and inventive use of their existing resources, to name a few.

Education in Illinois has come a long way, and it has a long way to go. In the coming years, necessity will dictate that the State Board of Education concern itself with such issues as . . . Desegregation: Since the desegregation guidelines were formulated in 1971, a dozen districts have implemented comprehensive desegregation programs; however, more than 20 communities still have racially isolated students . . . School Finance: Many schools have severe financial problems. Ways will have to be found to bring resources to poor school districts and to disadvantaged students. Every school must give its students the chance to compete on an equal basis throughout their lives . . . Manpower Training: Unemployed adults need help in gaining employable skills, whether it be teaching them to read, weld or repair a tractor . . . Early Childhood Education: Identifying learning problems early and developing sound training programs in child care centers will give the preschooler a head-start on his education . . . Prison Education: Selected inmates with job or literacy skills can help keep a vast majority of convicts from returning to crime . . . Special Education: 200,000 Illinois children suffer from physical, mental or emotional hardships. These students need educational facilities which will allow them to remain close to home, attend nearby schools and free them from cruel labels . . . Education Alternatives: Children need genuine choices, different types of learning within the same school and community . . . Consumer Education: Survival training in the marketplace will help protect generations of consumers against fraud and many other illegal and unfair practices . . . Health Education: Teenagers and adults need all the vital information about alcoholism, drug abuse and venereal disease . . . Driver Education: The 200,000 new motorists each year need instruction in doing their part to maintain and improve highway safety . . . and Education of the Gifted: 100,000 very talented children need recognition. We must help the Buckminster Fullers and Albert Einsteins of tomorrow by fulfilling their educational needs today.

Illinois education for the next ten years faces more challenges than ever, although the number of little children shows a decline. A few school districts will lose up to half of their current enrollment, while others will continue to grow.

Some of the new changes - metric education, consumerism, the "mainstreaming" of handicapped children - require attention to the continuing education of all professionals. One lively trend is that of teacher centers which allow the sharing of new techniques, educational games and other ways to keep up.

This is only one type of program report on Illinois education. Written policies, state budgets, legislative proposals and regulations are the usual tools of State Boards and State Superintendents. We welcome the ideas and support of all educators and all Illinois citizens. The state program for education should reflect a sense of purpose, a set of priorities and a shared vision of what the world of education could be like in Illinois.

A MANUAL OF PROCEDURES FOR APPROVING ILLINOIS TEACHER EDUCATION INSTITUTIONS AND PROGRAMS

State Board of Education

Illinois Office of Education

March 21, 1975

INTRODUCTION

This Manual sets forth the standards, criteria, and procedures used in the process of recognizing teacher education institutions and approving teacher education programs.

Section I provides a description of the recognition and approval process, while Section II presents the standards for institutional recognition and the criteria for program approval to be used in assessing new and continuing institutions and programs. Eligibility and standards for consortium approval are also described in Section II.

Section III is applicable only to institutions that are not recognized as teacher education institutions, but which intend to undertake programs for the preparation of teachers. Section IV is applicable to institutions seeking approval of an amended or new program and to institutions entering into new programs under a consortium arrangement.

The Manual does not embrace a particular method of preparing teachers. Use of the term "objective," for example, is not intended to suggest that institutions are expected to use behavioral formats or terminology for reporting information. The Manual clearly recognizes the importance of institutional freedom in designing and operating teacher education programs.

SECTION I

SYSTEM OF APPROVAL: LEVELS OF APPROVAL

Authority

The system of institutional recognition and program approval described in this Manual has been developed pursuant to Article 21, Section 21 of The School Code of Illinois. This statute authorizes the State Board of Education, in consultation with the State Teacher Certification Board, to recognize institutions and approve courses of study in those institutions recognized for the preparation of teachers and school service, supervisory, and administrative personnel.

This system of recognition and approval is directly related to the process of certification of educational personnel which has been adopted by the General Assembly and administered by the Illinois Office of Education. The certification of educational personnel depends upon the process of institutional recognition and program approval which the Illinois Office of Education establishes and monitors.

Institutional Recognition and Program Approval

Institutional recognition and program approval bind together the pre-service preparation of educational personnel and the granting of the appropriate certificate and endorsements. Under this system, the judgments concerning individuals in the process of certification are shared by the institutions and the State. The recommendation of recognized institutions that a candidate be certificated is accepted by the Illinois Office of Education as verification that the candidate has satisfactorily completed all requirements of the certification statutes and relevant rules and regulations and has successfully completed an

approved program leading to the certification and endorsement for which the candidate is recommended.

Institutional Recognition and Program Approval

I. Conditions Requiring Recognition and Approval

A. Institutional Recognition is required:

1. When an institution, which is not recognized, intends to conduct approved teacher education programs; and

2. Every ten years after initial recognition.

B. Program Approval is required:

1. When an institution proposes to conduct a program not currently approved;

2. When an institution significantly modifies the content, experiences, sequence, or procedures of a program; and

3. At the time of the tenth year periodic reviews.

C. Consortium Approval is required:

1. When two or more institutions enter into agreements to provide educational services in connection with a teacher education program; and

2. Every ten years.

II. Levels of Recognition and Approval

A. Initial Recognition as a teacher education institution

When an institution not having recognition intends to conduct approved teacher education programs, the State Board of Education, in consultation with the State Teacher Certification Board, may take one of the following actions:

1. Grant recognition which authorizes the institution to recommend candidates for certification by entitlement and conduct approved teacher education programs for ten years; this approval is conditional upon submission of an acceptable fifth year periodic review report;

2. Grant provisional recognition which authorizes the institution to conduct approved teacher education programs and recommend candidates by entitlement under conditions and limitations stipulated by the State Board of Education, in consultation with the State Teacher Certification Board; or

3. Deny recognition and prohibit the institution from conducting teacher education programs.

B. New or Modified Program

When an institution proposes to sponsor a new program or to modify an approved program significantly, the State Board of Education, in consultation with the State Teacher Certification Board, may take one of the following actions:

1. Grant approval which authorizes the institution to conduct the proposed or modified program for ten years; this approval is conditional upon submission of an acceptable fifth year periodic review report;

2. Grant provisional approval which authorizes the institution to conduct the proposed or modified program under stipulated conditions and limitations; or

3. Deny approval of the proposed or modified program.

III. Tenth and Fifth Year Periodic Reviews

A. Tenth Year Periodic Review

Subsequent to completion of a tenth year periodic review, the State Board of Education, in consultation with the State Teacher Certification Board, may take one or more of the following actions:

1. Grant recognition to the institution and its approved programs authorizing the institution to conduct approved programs for ten years. Recognition and approval are conditional upon submission of an acceptable fifth year periodic review report;

2. Grant provisional recognition to the institution or provisional approval of one or more of the programs conducted by the institution. Provisional recognition of the institution authorizes the institution to continue to conduct approved programs under stipulated conditions and limitations. Provisional approval of a program authorizes the institution to conduct the program under stipulated conditions and limitations; or

3. Deny recognition of the institution or approval of <u>one or more of the programs</u> conducted by the institution. Denial of recognition of the institution prohibits the institution from conducting approved programs. Evidence that an institution is conducting its teacher education programs in violation of Illinois statutes governing the education and certification of educational personnel will lead to immediate denial of recognition of the institution. In other instances, denial of recognition will become effective within a period of two years with the date specified by the State Board of Education in consultation with the State Teacher Certification Board.

B. Fifth Year Periodic Review Reports

1. If an institution fails without adequate cause to submit an acceptable fifth year report by May 1 of the fifth year subsequent to its having been granted recognition and approval, the State Board of Education, in consultation with the State Teacher Certification Board, may withdraw recognition of the institution or approval of one or more of its programs.

2. Fifth year periodic reports will be reviewed by the State Board of Education, in consultation with the State Teacher Certification Board, which will note acceptance of the report and any deficiencies that should be remedied prior to the next tenth year periodic review.

IV. Conditions for Awarding Recognition and Approval Status

The State Board of Education, in consultation with the State Teacher Certification Board, may grant or deny recognition or approval under the following stipulated conditions:

A. Recognition or approval may be granted only when the institution or program complies sufficiently with the criteria presented in Section II;

B. Provisional recognition or approval may be granted only when an institution or a program does not comply sufficiently with one or more of the criteria presented in Section II, but provides evidence of plans and resources to comply sufficiently within a period not to exceed three years. Provisional recognition or approval may not be granted in the absence of notifying the institution of the stipulated conditions and limitations imposed upon it or a program; or

C. Recognition or approval may be denied only when an institution or a program does not comply sufficiently with the standards and criteria for approval presented in Section II. Recognition or approval may not be denied in the absence of notifying the institution of the reason(s) for denial.

V. Voluntary Request for Withdrawal of Recognition or Approval

Any institution voluntarily wishing to have recognition of the institution or approval of a program withdrawn shall notify the Secretary of the State Teacher Certification Board in writing of its desire and will request appropriate action by the State Board of Education in consultation with the State Teacher Certification Board.

VI. Use of Recognition and Approved Status in Institutional Publications

An institution shall indicate in its publications, including its catalogs:

A. The last date on which the institution was recognized and its programs were approved;

B. Such programs that may be pending approval; and

C. Those programs that are not approved.

VII. Institutional Eligibility for Initial Recognition under this Manual

A. The institution is approved by the State Board of Education as a degree-granting institution, if the institution is subject to provisions of Chapter 144 of The School Code of Illinois;

B. The institution sponsors a course of study leading to an appropriate baccalaureate or higher degree and awards the degree; and

C. The institution proposes to conduct at least one approved teacher education program.

VIII. Institutional Appeals Procedure

Cause: Any institution that has formally requested recognition or approval of a program, and the State Teacher Certification Board or the State Board of Education, or both, has recommended, or granted, provisional recognition or approval or has recommended denial, or has denied, recognition or approval may appeal such actions.

Notice: An aggrieved institution shall file notice of appeal within thirty days after receiving notification of a Board recommendation or within thirty days after receiving notification action by the State Board of Education. Notice of appeals shall be filed through the United States mail service with the Secretary of the State Teacher Certification Board.

Preliminary Hearing: Upon receipt of notification, the Secretary will designate, after consultation with the aggrieved institution, a hearing officer who will at the Illinois Office of Education expense conduct a preliminary hearing to determine if substantive grounds for appeal exist. Such grounds will be limited to:

A. Alleged incompetence of visitation team;

B. Alleged gross misinterpretation of evidence supplied by the institution; or

C. Alleged arbitrary or capricious action on the part of the State Board of Education or the State Teacher Certification Board.

The hearing officer will, after reviewing evidence emerging from the hearing, recommend to the State Board of Education:

A. That an appeal be granted; or

B. That an appeal be denied.

When Appeal is Granted: The appeal will be heard within sixty days after the hearing officer has presented his recommendation for granting appeal. This hearing shall be limited to the scope of the grievances as delimited by the hearing officer. Evidence of program or institutional changes subsequent to action of either Board will not be admissable. Either Board, subsequent to the hearing, may recommend or grant recognition or approval, provisional recognition or approval, or deny recognition or approval.

Costs: All costs for preliminary hearings and any appeals hearing, except those incurred by the institution, shall be borne by the Illinois Office of Education.

Counsel: At all times, the institution or either Board may elect to be represented by an attorney.

[Note: After exhaustion of the appeals process, institutions may seek remedy under the Administrative Review Act.]

SECTION II

STANDARDS AND CRITERIA FOR

INSTITUTIONAL RECOGNITION AND PROGRAM APPROVAL

Standards for Recognition of Institutions

Only those institutions that evidence and subsequently maintain sufficient compliance with the following standards will be recognized as teacher education institutions.

A. Institutional Support for Teacher Education Programs

These standards use the institution's commitment to sponsoring teacher education programs and its capability to fulfill that commitment for the period of recognition.

Standard 1. The institution has articulated a statement of its mission or goals, and the mission or goals include and are consistent with the sponsoring of teacher education programs.

Standard 2. The institution evidences continuing availability and commitment of fiscal, human, and other resources adequate to conduct approved teacher education programs.

Standard 3. The institution has developed and maintains an administrative and policy-development structure that provides the capability to undertake the coordinating, planning, and evaluative processes necessary to the conduct of teacher education programs.

Standard 4. The institution presents documentation of the need for its programs which includes an analysis of the available supply of teachers in the subject matter field and/or grade level being proposed.

b. Admissions, Retention, and Recommendation for Certification

The standards under this heading require evidence that the institution has established criteria and procedures for admission, retention, and recommendation for certification. These criteria and procedures must be neutral with respect to personal characteristics or background that are irrelevant to successful completion of a program and anticipated success in a certificated role in Illinois public schools.

Standard 5. The institution follows written procedures for admitting students to the institution and teacher preparation programs and undertakes continuous evaluation for retention in the institution and in the program. Such procedures shall minimally include the requirements set forth in Article 21--1., Qualification of Teachers, of The School Code of Illinois.

Standard 6. The institution has established and implemented procedures for assessing the candidate's abilities acquired prior to admission to the program and for planning the candidate's program in light of that assessment. A candidate evidencing appropriate or required knowledge, skills, and attitudes may qualify for advanced placement or credit by successfully completing appropriate examinations or other assessment procedures as presented by a recognized institution.

Standard 7. The institution has not established and does not follow policies or procedures that intentionally or unintentionally discriminate on the basis of race, color, national origin, or irrelevant physical conditions. A coeducational institution has not established or does not follow policies or procedures that intentionally or unintentionally discriminate on the basis of sex.

Standard 8. The institution provides teacher education candidates with a written copy of students' responsibilities, rights, and procedures for enforcing those responsibilities and rights. Causes for grievances shall include, but not be limited to, arbitrary or capricious institutional behavior in regard to:

a. Admission to a teacher education program;

b. Admission to the student teaching program or other clinical experience;

c. Dismissal from the institution or the teacher education program, including clinical or student teaching experiences;

d. Evaluation of the candidate's performance in courses, clinical or student teaching settings, or any other regularly provided or required activity having a direct bearing on the candidate's being recommended for certification or for employment; or

e. Failure to recommend the candidate for certification, when requested, in a timely fashion. Such procedures shall allow students to be represented by an attorney.

Standard 9. The institution provides evidence of systematic advising or counseling services designed to identify potential teacher education candidates and to provide advice and counsel to those considering enrolling or already admitted into teacher

education programs. Such advising will provide reliable information based on the institution's past experience concerning prospects for employment in the candidate's chosen field.

Standard 10. The institution has established written procedures and criteria for determining whether a candidate will be recommended for certification by entitlement.

C. General Features of Teacher Education Programs

These standards assess the institution's general capability to sponsor teacher education programs and its commitment to designing and redesigning teacher education programs responsive to the needs of public education in the State of Illinois.

Standard 11. The institution provides, under its control or by contractual arrangement with other approved post-secondary institutions, programs offering balanced and interrelated learning experiences.

a. In the humanities, social sciences, and the natural sciences;

b. In a subject area(s) taught in Illinois public schools or necessary for preparation to assume supervisory, school service, or administrative roles in Illinois public schools; and

c. In professional studies and experiences, including clinical experiences in school or community settings throughout the preparation period.

Standard 12. The institution has established a continuous process for the evaluation of its teacher education programs and graduates. Evidence that the results of this evaluation, together with consultation with school personnel and community persons and groups, are used in the development of new programs or modification of existing programs shall be presented.

Criteria for Approval of Programs

Only those programs evidencing sufficient compliance with the following criteria will be approved. The term "program" refers to a structured sequence of learning activities and experiences that is designed to lead to a specific certificate and endorsement.

A. Relationship of Program to Public School Needs

These criteria measure a specific program's relationship to the needs of public schools generally and those of Illinois public schools in particular.

Criterion 1. The program provides for acquisition of knowledge, attitudes, and skills necessary for effective performance in specific teaching, supervising, school service or administrative roles.

Criterion 2. The program is a carefully planned set of experiences designed to develop the capacities and abilities that have been identified as a result of attention to public school needs.

Criterion 3. The program provides evidence that its faculties have the opportunity to participate directly in elementary and secondary school programs or community service programs and that educational personnel working in the elementary and secondary schools have opportunity to participate directly in the program in a role other than that of a student.

B. The Design of the Program

These criteria require that a program for the preparation of educational personnel demonstrate coherence and integrity.

Criterion 4. The program has a rationale and related set of objectives which describe the intent of the program and which enable evaluation of it.

Criterion 5. The program includes study of theoretical formulations of learning processes and their pedogogical implications, with emphasis on those implications for the candidate's specialization.

Criterion 6. The program provides learning experiences enabling the candidate to become aware of and responsive to the varied educational needs of students.

Criterion 7. The program provides systematic procedures for evaluating the candidate's ability to teach, supervise, or administer.

Criterion 8. The program provides for continuous evaluation, including evaluation of current students and graduates, and for program modifications based on evaluation.

Criterion 9. The program provides a sound basis for continued study and acquisition of knowledge and skills.

C. Program Resources

These criteria require evidence that sufficient resources are allocated to support of the program to insure its being conducted as described.

Criterion 10. The program is supported by adequate and sufficient faculty, instructional resources, and clinical settings.

Criterion 11. The program has and is attracting, or is realistically expected to attract, sufficient students to enable adequate evaluation of the program.

Eligibility and Standards for Approval of Consortium Programs

A. A consortium among recognized teacher education institutions in which one or more have an approved program(s) in the area(s) in which the consortium wishes to sponsor programs will be approved upon meeting the following standards:

1. The institution at which the student is enrolled as a teacher education candidate awards the degree and recommends certification.

2. The consortial arrangements are set forth in a written agreement between or among participating institutions with assurance that students enrolled in the consortium-sponsored program should the institution agree to cease consortial efforts will be able to finish the program in timely fashion.

3. The consortial program is the same, or virtually the same, as the approved program.

B. A consortium among recognized teacher education institutions in which none of the institutions has an approved program in the proposed area(s) will be approved upon meeting the following standards:

1. The institution at which the student is enrolled as a teacher education candidate awards the appropriate degree and recommends certification.

2. The proposed program(s) meet(s) the criteria for programs presented heretofore.

3. There exists a written agreement specifying the arrangements for the conduct of the consortium and program and the agreement provides that students enrolled in the program(s) will be allowed to complete the program(s) in timely fashion should the consortium be disbanded.

C. A consortium among a recognized teacher education institution(s) and another approved post-secondary educational institution(s) or organization(s) not recognized for purposes of teacher education will be approved upon meeting the following standards:

1. The degree and recommendation for certification are issued by a recognized teacher education institution.

2. The proposed program(s) meet(s) the criteria for approval of programs presented heretofore.

3. The nonrecognized institution or organization has been approved under applicable provisions of Chapter 144 of The School Code of Illinois.

4. There exists a legally enforceable agreement or contract between and among consortial participants describing arrangements, responsibilities, and financing of consortial operations and assuring that students enrolled in the program(s) will be allowed to complete the program in timely fashion.

SECTION III

PROCEDURES FOR INITIAL RECOGNITION AS A TEACHER EDUCATION INSTITUTION

The following procedures outline, in chronological order, the steps to be followed when an institution seeks recognition as a teacher education institution.

A. The chief executive officer of the institution shall notify the Secretary of the State Teacher Certification Board in writing of the institution's intent to seek recognition as a teacher education institution.

B. Upon receipt of the institution's notice, the Secretary shall notify appropriate staff in the Illinois Office of Education.

C. Illinois Office of Education staff will be assigned to provide assistance to the institution as it prepares the documentation required to demonstrate sufficient compliance with standards for institutional recognition.

D. Twenty copies of this documentation are to be supplied by the institution to the Secretary of the State Teacher Certification Board.

E. The Illinois Office of Education will arrange for a team to visit the institution with expenses of the team borne by the Office of Education.

F. Illinois Office of Education staff will prepare a report based on the institution's documentation and the visitation which will be transmitted to the Secretary of the State Teacher Certification Board.

G. After receiving a request for consideration from the chief executive officer of the institution, the Secretary will review this report and file a recommendation for appropriate action with the State Teacher Certification Board.

H. The State Teacher Certification Board will make one of the following recommendations to the State Board of Education:

1. To grant recognition;
2. To grant provisional recognition; or
3. To deny recognition.

I. The State Board of Education will review the State Teacher Certification Board's recommendation and will notify the chief executive officer regarding the recognition granted or denied.

SECTION IV

PROCEDURES FOR APPROVAL OF NEW OR MODIFIED TEACHER EDUCATION PROGRAMS AND CONSORTIA

Institutions must present a completed proposal for a new or amended program six months before planned implementation of the program.

Approval for a modified program must be sought when substantive, but not nominal, modifications in content, experiences, sequence, or procedures of an already approved program are proposed.

Notice of nominal modifications shall be provided to the Secretary of the State Teacher Certification Board.

The following procedures shall be followed in seeking approval of a new or amended program:

A. The institution's designated chief educational officer shall notify the Secretary of the State Teacher Certification Board, in writing, of the institution's intent to seek approval of a teacher education program or substantive modification of a currently approved program.

B. Upon receipt of the institution's notice, the Secretary shall notify appropriate Illinois Office of Education staff of the institution's intent.

C. An Illinois Office of Education staff member will be assigned to provide assistance to the institution as it develops the documentation required to demonstrate sufficient compliance with criteria for program approval.

D. Twenty copies of this documentation shall be transmitted to the Secretary of the State Teacher Certification Board.

E. Illinois Office of Education staff will transmit a report of its findings, based on the institution's documentation, which will be transmitted to the Secretary of the State Teacher Certification Board.

F. After receiving a request for consideration from the institution's designated officer, the Secretary will review this report and file a recommendation for appropriate action with the State Teacher Certification Board.

G. The State Teacher Certification Board will make one of the following recommendations to the State Board of Education:

1. To grant approval;
2. To grant provisional approval; or
3. To deny approval.

H. The State Board of Education will review the State Teacher Certification Board's recommendation and will notify the institution's designated officer regarding approval granted or denied.

The following procedures outline in chronological order the steps to be followed when approval for a consortium is sought:

A. An officer of a recognized teacher education institution designated by the participants in the consortium shall notify the Secretary of the State Teacher Certification Board, in writing, of the consortium's intent to seek approval of a consortially sponsored program.

B. Upon receipt of notice, the Secretary shall notify appropriate Illinois Office of Education staff of the institution's intent.

C. An Illinois Office of Education staff member will be assigned to provide assistance to the institution as it develops the documentation required to demonstrate sufficient compliance with criteria for program and consortial approval.

D. Twenty copies of this documentation are to be supplied by the consortium and shall be transmitted to the Secretary of the State Teacher Certification Board.

E. If deemed necessary, the Illinois Office of Education will arrange for a team to visit the consortial institutions with expenses of the team borne by that office.

F. Illinois Office of Education staff will transmit a report of its findings, based on the documentation and any visitation, to the Secretary of the State Teacher Certification Board.

G. The Secretary will review this report and file his recommendation for appropriate action with the State Teacher Certification Board.

H. The State Teacher Certification Board will make one of the following recommendations to the State Board of Education:

1. To grant approval;
2. To grant provisional approval; or
3. To deny approval.

I. The State Board of Education will review the State Teacher Certification Board's recommendation and will notify the designated officer regarding the kind of approval granted or denied.

[Note: Institutions qualifying solely under Section II, Eligibility and Standards for Approval of Consortia, Category I, need not apply under a separate approval process, but must notify the Assistant Superintendent, Department of Professional Relations and Services, in writing.]

SECTION V

THE PERIODIC REVIEW PROCESS

Each recognized teacher education institution in the State of Illinois will be reviewed at least once every ten years (the Tenth Year Periodic Review). At a point, midway between Tenth Year Reviews, each teacher education institution will file a report describing existing teacher education programs (the Fifth Year Report).

Procedures: The Tenth Year Review

A. The Secretary of the State Teacher Certification Board will notify institutions of pending Tenth Year Reviews. Such notification shall be given at least one academic year in advance of scheduled visits. The institution will be asked to identify acceptable dates within a ten-week span.

B. After a visitation date has been established, a liaison representative of the Illinois Office of Education will be appointed to provide assistance to the institution as it prepares for the Tenth Year Review.

C. The institution will prepare a self-study report with the assistance of the liaison representative. Copies of this report will be delivered to the Illinois Office of Education.

D. A chairman for the Tenth Year Review will be appointed by the Secretary of the State Teacher Certification Board. The chairman will then select individuals to serve on the team visiting the institution.

E. The team will visit the institution. In most cases, the visit will last three days. All expenses of the visiting team will be paid by the Illinois Office of Education. The team will assess the institution and its programs in terms of the Institutional Standards and Program Criteria found in Section II of this Manual.

F. Using the reports submitted by team members, the chairman will compile a team report. The report will be submitted to individual team members and the institution for validation of the accuracy of the report. Team members and the institution will provide any corrections to the team chairman within a reasonable period of time.

G. A fully validated report will serve as a basis for recommendations to be made to the State Teacher Certification Board. In all cases, the institution will be provided a copy of the final draft of the team report along with any recommendation made.

H. The State Teacher Certification Board will review the institutional self-study report, the validated team report, and any recommendations presented by the Illinois Office of Education staff. A representative of the institution is encouraged to be present at the time the results of the Tenth Year Review are considered by the Board. The State Teacher Certification Board will recommend action to the State Board of Education, which will notify the designated institutional officer of its action.

Procedures: The Fifth Year Report

A. The Secretary of the State Teacher Certification Board will notify each institution of its responsibility for filing a Fifth Year Report at least one academic year prior to the date on which the report is due. A liaison representative will be appointed by the Secretary to provide assistance to the institution as it prepares the Fifth Year Report.

B. The institution will prepare the Fifth Year Report with the assistance of a liaison representative. Copies will be delivered to the Illinois Office of Education.

C. After the report has been submitted the Illinois Office of Education staff will file an analysis of the programs presented in the Fifth Year Report with the State Teacher Certification Board.

D. The State Board of Education in consultation with the State Teacher Certification Board, will consider acceptance of the report and any deficiencies that should be remedied prior to the next periodic review. Institutions will be notified of State Board of Education action.

PRE-SERVICE OCCUPATIONAL PROGRAM (POP)

Alan Johnson
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Project Description and Rationale:

The movement toward competency-based teacher education programs in this country is founded upon theoretical and pragmatic considerations which are regarded as sound by a substantial number of recognized leaders in vocational education. A primary reason for the initiation of competency-based curricula is "accountability." Institutions become accountable for providing their graduates with those identified knowledges and skills necessary to function adequately in their professional roles. Not only should improvements in instructional efficiency and effectiveness result; but, in addition, the public school occupational student should be better prepared for the world of work.

Major Phase II Project Objectives:

1. Revise performance objectives identified in Phase I of the POP Project so that each performance objective merits "module" status.

2. Develop complete modules called "POP Kits" to include a rationale, performance objectives, pre-assessment, learning activities, evaluation, and references for at least one performance objective in the following areas:

    a. Program Planning
    b. Guidance
    c. Coordination
    d. Youth Organizations
    e. Operational Activities
    f. Public Relations
    g. Professional Role
    h. Program Evaluation

    In addition, "POP Kits" will be developed for all of the performance objectives in the areas of:

    a. Instructional Planning
    b. Execution of Instruction
    c. Evaluation of Instruction

    A total of twenty-nine Kits will be developed.

3. Continue the functions of a general advisory committee with representation from each of five occupational areas. In addition, Illinois State University faculty members from each of the occupational departments who are interested in teacher education will be asked to evaluate the POP materials.

   These two groups will be used to help establish the face validity of the materials developed by the project.

4. Pilot test twelve "POP Kits" in established programs at Illinois State University and six other universities in the state of Illinois.

5. Revise modules on the basis of feedback from the advisory committee, occupational education faculty, and/or the pilot tests.

The State Division of Vocational and Technical Education has demonstrated farsightedness in recognizing the worth of competency-based instruction. Increasingly, Illinois is being recognized for its leadership role in promoting innovative competency programs in occupational teacher education through funded developmental projects. These projects, undertaken at various institutions, have focused on different levels and types of professional needs.

The Pre-Service Occupational Program Project, being conducted at Illinois State University, represents an organized effort to design a competency-based occupational teacher education program for implementation with university settings. The first phase of the project (1973-74) involved the formulation of "terminal behaviors" and related "enabling behaviors" for occupational teacher competencies which had been identified and validated in previous projects. These behaviors, (currently referred to as "performance objectives" rather than "terminal objectives") were organized in topical areas within eleven major categories. The performance objectives have specified conditions and criterion levels. The enabling behaviors (pre-requisite competencies) were listed in performance terms but without conditions and criteria.

The second phase of the Pre-Service Occupational Program Project deals with the preparation of learning modules for specified competencies, stated as "performance objectives" and planned during the initial phase of the project. These modules are being designed for use in a variety of teaching situations to accommodate differences in the structure of university

occupational teacher education programs. It is anticipated that they will be used in individualized self-instruction, traditional classroom instruction, and combinations of both.

Each of the learning modules is referred to as a "POP Kit." A Kit consists of a rationale, performance objectives, pre-assessment, alternate learning activities, an evaluation and a bibliography. Every effort is being made to include all necessary reading materials in the Kit. Many of the Kits will have audio-visual materials. Twelve of these POP Kits will be tested in programs presently in operation in seven universities in Illinois. After necessary revisions, they will be presented to university occupational personnel at the teacher education conference scheduled for spring, 1975. Multiple copies of written-materials and limited copies of software will be made available at the conclusion of the project.

ADMINISTRATION BY COMPETENCY

Charles Edwards
Wes Habley
Illinois State University

The Administration By Competency Project has existed at Illinois State University since the fall of 1971 as the result of a cooperative agreement between the United States Office of Education, the State of Illinois Division of Vocational and Technical Education and the Department of Educational Administration at the University. During this time period, the program has grown from exploratory research into competencies required for the administration of occupational education to a field-tested competency-based model which is integrated with traditional coursework in educational administration, industrial technology, home economics, agriculture, business education and health occupations.

During the first year, the pilot phase conducted by Southern Illinois University and Illinois State University identified 158 competencies through consultation with occupational personnel at both of the campuses. In addition, statewide assistance was sought from practicing administrators. The resulting 15[illegible] competencies formed the basis for continued work on competency based occupational education administration at each of the schools.

During the second year, project staff and student participants at Illinois State further delineated and expanded upon the original competencies. The competencies were evaluated and in some cases consolidated. Through this process, the project staff identified the conditions, the actions and the criteria used for the measurement of each competency as well as listed possibilities for the achievement of the competency.

With the work of the first two years of the project providing a firm foundation, the third year of the project saw the recruitment and selection of 16 full-time masters degree candidates. The responsibilities of these 16 participants were two-fold. First, they assisted in the further refinement of the competency packages by providing on-site field-testing. In addition, the 16 project participants assisted the project staff in the development of total learning packages. Each of the 42 learning packages was to develop into a self-contained unit which included a general competency statement, a set of instructional objectives, a pre-assessment test, a set of viable learning activities and a proficiency test. The viable learning activities were arranged in several different categories: classwork, video-tapes, audio-tapes, tape-slide presentations, filmstrips, internships,

simulations, reading, and field experiences. The final outcome of the third year of the project was the development of a competency notebook with 35 complete learning packages covering five major areas of administrative interest. The five areas and packages contained in each are listed below.

AREA I GENERAL ADMINISTRATIVE

1.01 Organization Structuring
1.02 Record Keeping
1.03 Gathering & Interpreting Data
1.04 Problem Solving
1.05 Management By Objectives
1.06 Scheduling
1.07 School Plant Planning
1.08 Establishing Accident Prevention Programs
1.09 Budgeting
1.10 Purchasing
1.11 Developing a Philosophy of Education
1.12 Writing Reports
1.13 Demonstrating Professional Behavior

AREA 2 PROGRAM PLANNING

2.01 Using External Resources
2.02 Meeting Program Approval Budget Requirements
2.03 Planning, Programming Budgeting Systems
2.04 Preparing the One and Five Year Plan
2.05 Implementing Career Education Programs
2.06 Evaluating Programs
2.07 Constructing Vocational Surveys
2.08 Developing Cooperative Programs

AREA 3 PERSONNEL

3.01 Developing Job Descriptions
3.02 Ranking Candidates
3.03 Interviewing and Hiring
3.04 Orienting Staff
3.05 In-Service Training
3.06 Evaluating Instruction
3.07 Identifying Legal Requirements for Personnel Dismissal
3.08 Resolving Grievances

AREA 4 PUBLIC RELATIONS

4.01 Involving Advisory Groups
4.02 Enlisting Community Support
4.03 Disseminating Program Information

AREA 5 STUDENT SERVICES

5.01 Vocational Counseling
5.02 Reducing Drop-Outs
5.03 Special Needs Students

The Administration By Competency Project is charged with two major responsibilities during the current year. The first responsibility is the continuation of field-testing of the 35 competency packages. This

year's project participants, funded from EPDA money are 12 in-service full time vocational instructors and guidance counselors from throughout the State of Illinois. The students are enrolled in the competency-based course "Career Education and the Administrator" for three hours credit in addition to a second traditional three hour course in the Department of Educational Administration. All participants have taken part in a Division of Vocational and Technical Education evaluation team and most are involved with some type of administrative internship tailored to meet their specified training needs.

During the summer of 1975, the project participants will be on campus as full time graduate students taking nine hours of coursework. As a result of their affiliation with the project, the students will have attained 21 hours of graduate credit, nine of which are in competency-based instruction. These students will qualify for the State of Illinois Level II endorsement upon completion of the masters degree, and thus will be able to occupy administrative positions in the Illinois public schools. The second responsibility of the current year's project staff is the completion of learning resources for each of the competency packages. This task includes the evaluation of commercially available resources as well as the development of completely new software to meet the requirements of the competency packages. The software phase of the project is scheduled for completion on June 30, 1975, and the training phase will be completed on August 31. At the present time, the project staff along with other members of the Department of Educational Administration are studying methods for incorporating the Administration by Competency model into the mainstream of graduate programs in the department beginning in the fall of 1975.

A CAPSTONE PROPOSAL FOR VOCATIONAL TEACHER EDUCATION

Eugene S. Wood
Southern Illinois University - Carbondale

The Capstone Program provides an opportunity for an occupationally competent student to complete a baccalaureate degree with no more than two additional years of college. The Capstone students may have gained their competencies from a community college, technical school, military and/or work experience.

For a university to implement a Capstone Program, it must be willing to accept the following three premises:

1. That most community colleges and other post-secondary occupational training facilities and staff are equal to, or better than, those of the universities.

2. That occupational training will transfer at no loss of credit when the student stays in the same occupational area.

3. That students should be allowed to change their educational aspirations within the same occupation without penalty or loss of credit.

Some of the advantages to be accrued from a Capstone Program are as follows:

1. A Capstone student can graduate in two or less years. This makes it possible to graduate a well qualified teacher with a saving of time and money invested in education by the student and state.

2. Occupational students are encouraged rather than penalized for raising their aspirations and goals when pursuing a higher degree.

3. Universities need not invest resources to duplicate facilities, equipment and staff to train for occupational competencies.

4. It provides a unique opportunity for developing secondary and post-secondary occupational teachers who possess strong work experience and training in a variety of technical specialities and sub-specialities.

I. A CAPSTONE PROPOSAL FOR VOCATIONAL TEACHER EDUCATION

submitted by
Dr. Eugene S. Wood
Agricultural Industries Department
Southern Illinois University
Carbondale, Illinois 62901

II. PROGRAM OVERVIEW

The Capstone Program for vocational teacher education is proposed to allow graduates of a two-year occupational program to attain a baccalaureate degree and achieve secondary teacher certification with the equivalent of two additional years of credit. This program would allow occupational students to change their occupational goals within their field of training without an undue penalty.

Obtaining qualified teachers in many of the vocational areas is a major problem in Illinois and the nation. The students graduating from two-year occupational programs with proper additional training should be one of the best sources for filling these positions. A Capstone Program should help solve personnel shortages in many occupational areas.

III. OBJECTIVES OF THE VOCATIONAL TEACHERS EDUCATION CAPSTONE PROGRAM

A. Develop a program for selected occupational students to continue their education and become certified secondary teachers.

B. Develop guidelines for implementing a Capstone Program to meet the professional needs of students.

C. Suggest minimum requirements in the following areas:

General Education
Technical Education
Professional Education

D. List special considerations and recommendations for implementing a Capstone Program.

IV. GENERAL EDUCATION REQUIREMENTS

	Community College	University
A. Natural Science	3	3
B. Social Science	3	3
C. Humanities	3	3
D. Communications	4	4
E. Health and P.E.	2	2
TOTAL	15	15 30

The above general education requirements represent the experience of the author in working with a pilot program in one university rather than a concenus of the consultants and their advisory committees. The area having the least support from consultants and students is the humanities area.

V. TECHNICAL REQUIREMENTS

	Community College	University
A. Teaching Major	45	15

If the student receives credit for 15 semester hours of general education courses, the remaining 45 should apply to the teaching major. The 15 hours at the university level could be used to strengthen the major, broaden the teaching area, or obtain a minor in a related area. Additional intern work or on-the-job training may be desirable in some areas.

VI. PROFESSIONAL EDUCATION REQUIREMENTS

	Community College	University
A. Education Courses	0	10
B. Student Teaching	0	10
TOTAL	0	20

VII. RECOMMENDED ELECTIVES

	Community College	University
A. Electives	0	10

Electives should be selected by the student and advisor, depending on the individual student's academic needs and interests. All elective hours could be used to supplement general, technical, or professional requirements. The 10 hours of electives plus the 15 hours in the technical area should provide flexibility for developing an individualized program.

VIII. PROGRAM SUMMARY OF REQUIREMENTS

A. General Education	30
B. Technical or Teaching Area	60
C. Professional Education	20
D. Electives	10
TOTAL	120 hrs.

IX. MAJOR CONSIDERATION AND UNIQUE FEATURES FOR IMPLEMENTATION

A. Articulation should be maintained between community colleges and universities to implement and maintain a true Capstone Program.

B. A special procedure should be implemented to select and admit Capstone students.

C. Special advisors should be trained to develop programs and advise Capstone students.

D. Capstone students should be able to meet residence requirements by taking their last 30 hours at the baccalaureate degree awarding institution.

E. All students should have the opportunity to proficiency any degree requirements.

F. All students completing an approved Capstone Program for teacher training should receive state certification by the Illinois Office of Education.

G. All Capstone students should have an opportunity to receive university credit for approved work experience, military training, or other experiences that should be of value as a teacher if properly evaluated and documented.

CAPSTONE QUESTIONNAIRE

Please take five minutes to answer the questions.

1. My present position would be best described as (check one).
   ( ) Administrator
   ( ) Teacher
   ( ) Counselor
   ( ) Other _____

2. If trained as a vocational educator, check area or speciality training.
   ( ) Industrial ( ) Business
   ( ) Health ( ) Personal and Public Service
   ( ) Agricultural

3. I believe that the Capstone concept as described on the first page would be a good method of training secondary occupational teachers (circle one).

strongly agree		no opinion		strongly disagree
1	2	3	4	5

Comments _____

_____

4. I believe that the Capstone model presented is adequate to train secondary teachers in the following areas: (circle one)

	strongly agree		no opinion		strongly disagree
General Education	1	2	3	4	5
Subject Matter	1	2	3	4	5
Professional Education	1	2	3	4	5

Comments _____

_____

5. I believe that four-year universities training secondary occupational teachers should implement Capstone Programs (circle one).

strongly agree		no opinion		strongly disagree
1	2	3	4	5

6. Rank agencies and persons you believe could be most influential in Illinois in implementing the Capstone concept (rank from 1-6).

Agencies	Persons
( ) Four-Year Universities	( ) Presidents of Universities
( ) Community Colleges	( ) Deans
( ) Ill. Division of Voc. & Tech. Ed.	( ) Chairmen
( ) Ill. Board of Higher Education	( ) Counselors
( ) Ill. Community College Board	( ) Teachers
( ) Ill. Teacher Certification	( ) Students

Comments _____

_____

PREPARATION OF TEN CAREER GUIDANCE COORDINATORS

John Cody
Southern Illinois University - Carbondale

The Professional and Curriculum Development Unit in the Illinois Division of Vocational and Technical Education awarded a grant to Southern Illinois University at Carbondale to conduct a project entitled "Preparation of Ten Career Guidance Coordinators."[1] The duration of the project is from October 15, 1974 to August 31, 1975. The project is co-directed by James A. Sullivan, John J. Cody and Larry J. Bailey. Following is a capsule description of the project purpose and scope.

Rationale

In Illinois, as well as many other states, career education is being proposed as one solution to the creation of more humanistic and accountable learning environments. While widespread agreement and support exists for the concept of career education, less agreement is apparent in relation to how career education should be conducted and who should have responsibility for managing/instructing such programs. Critical issues include: How will career education fit into an already overcrowded public school curriculum? What are the learning outcomes for career education? How should the programs be conducted, both long-range and on a day-to-day basis? What types of curriculum materials are available to achieve career development learning outcomes? How can vocational maturity of students be assessed? Finally, what competencies are needed by professionals having responsibility for implementing career education programs?

Purpose and Objectives

The purpose of this project was to develop a model "competency based" teacher education curriculum for the preparation of ten career development coordinators drawn from the population of Illinois public elementary schools, secondary schools, and community colleges. More specific program objectives follow:

1. To identify and logically validate competencies required to operate effectively as a career development coordinator.

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[1]Career guidance coordinator refers to any individual (teacher, counselor, administrator) having responsibility to implement career education programs at the local level. To avoid confusion with existing certification standards and terminology, the term "career development coordinator" will be used hereafter.

2. To design inservice learning experiences for each participating intern which utilizes previously identified competencies.

3. To cooperate with each participant and local education agency in fulfilling requirements of each individual performance contract,

4. To prepare (in cooperation with project participants) a handbook re "Guidelines for Implementing Career Education,"

5. To develop a transportable teacher education curriculum for the preparation of career development coordinators.

Implementation

To achieve the five program goals, the following activities were identified to be undertaken:

1. Establish a panel of experts, to act in an advisory capacity to the project, to validate appropriate competencies necessary to deliver sound career development programs at the local school level.

2. Develop criteria for the selection of participants in the project.

3. Identify those school districts that employ potential program participants and could serve as field test sites for the project.

4. Identify ten participants for inclusion in the model program from two primary sources: practicing counselors, teachers or administrators in school programs, and promising graduate students in either the Department of Guidance and Educational Psychology or the Division of Vocational Studies.

5. Select minimum essential competencies for career development counselors and establish this list as the basis for the one year model experience.

6. Establish career objectives with participants enrolled in the program, taking into consideration: experience, coursework, present position and professional responsibilities, chief school administrator inputs regarding the present guidance program, and possibilities for future redirection.

7. Write individual one year learning and experience contracts with participants to accomplish stated career objectives and program outcomes. Such contracts will utilize formal classwork instruction, internships, practicums, and seminars in cooperation with the project staff and consultants from within and without the university community.

8. Establish local school career development program goals.

9. Formalize time, activities, objectives, and sequence of instruction to be used by participants in selected school career development programs as part of the required internship.

10. Purchase necessary career guidance materials to implement programs in local education agency programs.

11. Assist career development coordinators to compile handbooks using a prescribed table of contents developed jointly by the project staff and panel of experts advisory committee.

12. Rewrite and/or edit career development coordinator's handbooks for use in other local education agencies, and print limited copies, or make typewritten masters available to DVTE for use in developing similar publications. Handbooks will be identified for use in elementary, middle, junior and senior high school programs. Respective career guidance programs will be identified for use with awareness, orientation, exploration and preparation phases of career education respectively.

13. Write quarterly reports and final report for submission to DVTE at the termination of the project. The final report will include recommendations for:

    a. revision of essential competencies.

    b. implementing the model program at the University level throughout the State (a model program handbook),

    c. implementing the career development program at the local school level (career development coordinator's handbooks),

    d. training promising students who aspire to leadership in career development coordinator positions in local schools,

e. transplanting the model program to other institutions of higher learning to train career development coordinators, and

f. expanding the basic model to train sufficient numbers of career development coordinators to meet existing needs in local schools.

Summary

The primary outcome of this project will be ten career development coordinators who are able to implement comprehensive career education programs at the local level. Secondary outcomes will include a model competency based curriculum guide generated by the project staff and a local school career development coordinator's guide generated by project interns and edited/augmented by project staff.

HEALTH OCCUPATIONS TEACHER EDUCATION

Marie Vittetoe
University of Illinois

Undergraduate Program in Health Occupations Education

(an option of the Technical Education Specialties curriculum for the degree of Bachelor of Science in Occupational and Practical Arts Education)

The curriculum outlined is designed primarily for the student who is a graduate of an approved technical level program (generally a post-secondary program of at least two years) in a specific health field (e.g., radiologic technology, respiratory therapy) and has had post-graduation employment experience. Appropriate credit is given for previous study.

The program is intended to prepare the student to:

1. function as a teacher-coordinator in a general secondary Health Occupations program directed toward exploration of various occupational areas in the health field and/or preparation for career entry;

2. teach in his specific health area in a specialized secondary Health Occupations program;

3. (in some health areas*) teach in a specialized post-secondary Health Occupations program; or

4. teach in some types of health agency in-service education programs.

A strength of the health occupations curriculum is its flexibility. However, this flexibility implies very careful planning on the parts of the student and his advisor. Primary considerations are the student's individual background and his individual goals. All courses should be chosen with the advisor's approval in recognition of the criterion that on completion of the program the graduate will have a body of knowledge to teach and competency as a teacher.

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* The student should investigate the level(s) of educational attainment in the specific health area per se (e.g., nursing, medical laboratory, dental hygiene) recognized as appropriate by authorities in that area for teaching in the kind(s) of post-secondary programs offered.

Summary

Total:	128 semester hours
General:	27 semester hours
Professional Education:	19 semester hours
Health:	48 semester hours
Approved Electives:	To make up 128 semester hours total

General Requirements

Certain areas of study are considered important for all undergraduate students. These general requirements include rhetoric and speech; sequences in natural science, the humanities, and social science; and health and/or physical education. For students in teacher education curricula, the social sciences sequence is specified to include history of the United States and American government with study of the state and federal constitutions. In addition, students in teacher education curricula are required to take general psychology. The areas of study and the credits required in each follow:

Rhetoric and/or Speech	6 semester hours
General Psychology:	3 semester hours
Natural Science (approved sequence):	6 semester hours
Humanities (approved sequence):	6 semester hours
History of the United States:	3 semester hours
American Government (including study of state and federal constitution):	3 semester hours
	27 semester hours

Professional Education Requirements

The professional education core of study is intended to assist the student to attain competency as a teacher. Teaching competency is considered to be based upon an understanding of the educational system, a philosophy of education, an understanding of principles of learning, and skill in teaching. The areas of study and the credits required in each follow:

History and philosophy of education:	2 semester hours
Educational psychology:	3 semester hours
Principles of occupational and practical arts education	2 semester hours
Introductory student teaching experiences:	2 semester hours
Methods of teaching:	3 semester hours
Cooperative education:	2 semester hours
Student teaching:	5 semester hours
	19 semester hours

Health Requirements

This component of the total curriculum constitutes the "subject matter" area for the teacher in the health field and the beginning source of knowledges and skills he will teach and utilize in career guidance. A minimum of 48 semester hours should be attained through (1) study prior to entrance into the health occupations curriculum in the health specialty (e.g., dental hygiene, respiratory therapy) and closely related study (e.g., anatomy and physiology); and (2) university courses related to health occupations, health needs and delivery of health care.

Approved Electives

Electives, like all other courses in the student's program, should be chosen on the basis of careful consideration of the student's individual background and his individual goals. The criterion that on completion of the program the graduate should have a body of knowledge to teach and competency as a teacher is important in the choice of electives as well as all other sources. Electives should be chosen with the approval of the advisor. Some suggested areas are:

anatomy and physiology
nutrition
health care needs
health care delivery
psychology
educational psychology
sociology
anthropology
guidance
methods of teaching
curriculum
instructional materials development

THE IMPACT PROJECT

Dr. Marla Peterson
Eastern Illinois University

The Need for Curriculum Specialists in Vocational - Technical Education and Career Education

The number of professionally competent curriculum specialists is very limited. Until many more such persons become available, the total program of quality curriculum development for vocational - technical education and career education will be prevented from expanding at any appreciable rate.

Within the past several years, several curriculum-related trends have been occurring:

1. Regional curriculum laboratories have been established by the Bureau of Adult, Vocational, and Technical Education, United States Office of Education and are a part of the National Network for Curriculum Coordination in Vocational and Technical Education.

2. State and local school agencies have established career education and vocational-technical education curriculum resource centers.

3. Career education exemplary programs which were funded under Part C and Part D monies of the Vocational Education Act frequently included materials development tasks. About 150 of these instructional units were recently screened by evaluation committees and were duplicated and disseminated to schools throughout the nation. However, during their development, many of these units were not subjected to rigorous evaluation and testing procedures-a vital component of curriculum development.

4. Career education as it relates to vocational-technical education curriculum development has drawn considerable attention.

5. Redirection of education in the career education mode has been hampered by the lack of expertise in curriculum development.

6. Individualizing and humanizing of the curriculum for career education and vocational-technical education has become a major concern.

7. Competency-based instruction has become a major trend in American education.

None of these trends can reach full impact until people are trained in the sophisticated process of curriculum development. Professional personnel are needed who can develop, implement, and evaluate instructional systems.

Roman Pucinski, in a recent speech to the Illinois Vocational Association, remarked that, "The last one-third of the century belongs to vocational education." Never before has career education and vocational-technical education been presented with such an opportunity. It is an exciting time--a time that calls for creativity, openess to change, and dynamic leadership. How career education and vocational education can move toward each other to provide the very best type of learning experiences.

Vocational-technical education and career education needs curriculum specialists who can think toward the future. It is true that some of the recent emphasis on futurism has been labeled as fadism. However, "Not to accept the challenges and dangers of deliberately designing the future can be disastrous. Arbitrary cultural drift leaves us at the mercies of unknown evolutionary accidents and social mutations which are very bit as fearsome as the predictable catastrophies we may very well consciously heap upon ourselves."[1]

Training of curriculum specialists who can respond systematically and imaginatevely to vocational and career education curriculum development needs is not a matter of a few short conferences but entails a planned program of advanced study in conjunction with some type of internship. Materials need to be developed which can be used to train curriculum specialists and installation strategies have to be devised.

The problem, then, is that there is an acute need for curriculum specialists in vocational-technical and career education. Training programs with concomitant instructional materials for preparing curriculum specialists and installation strategies need to be devised.

During the 1974-75 academic year, with funds provided by the Illinois Division of Vocational and Technical Education under the auspices of the Education Professions Development Act, Eastern Illinois University inaugurated a program to prepare ten curriculum specialists in vocational and career education. The program was disigned for the graduate school level and was known as the IMPACT (Instructional Management Program to Advance Curriculum Training) Project.

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[1]Willers, Jack. "The Quality of Life in the Seventies and Implications for Vocational Teacher Education." Changing the Role of Vocational Teacher Education. Rupert N. Evans and David R. Terry, Editors. Bloomington, Illinois: McKnight and McKnight Publishing Company, 1971, p. i.

Some Beliefs About the Training of Curriculum Development Specialists in Vocational-Technical Education and Career Education

The first several weeks of most research and development projects are usually devoted to establishing parameters, outlining feasibility criteria, determining roles of staff members, and probably the most important thing of all--examing basic beliefs about the philosophical foundation upon which the project is to be built. The following curriculum development beliefs were subjected to critical examination:

1. Classification schemes such as the Cognitive-Affective-Psychomotor categories for classigying behavorial objectives are needed by curriculum developers in order to analyze, abstract, and cope with the multiplicity of complex experiences which are involved in learning processes. However, curriculum developers must realize that the objectives which lend themselves to discrete categories do not always occur in discrete sections of human performance. Mind, emotion, and body work together as certain objectives are reached simultaneously.

2. Curriculum specialists must be provided with the necessary background so that they can develop programs which provide for vocational flexibility, a scientific alertness to evolving problems, and the ability to control social change. Vocational education programs should not merely reflect the characteristics of contemporary life, but to some extent should shape and redefine these characteristics.

3. Curriculum specialist must lead the way in providing programs where the primary concern of teachers is not in reproducing themselves by instructing in a skilled craft alone, but rather to facilitate self-learning for career development. As Jack Willers has so aptly stated,

> Those who best survive the future will consider themselves (as do those today who are achieving the greatest success) not so much as persons who have a certain role to do a particular job, but as persons involved in the experiences and the processes that result in an extension of themselves along a time-spece continuum of iterrelationships, renewal, and reconstruction.[2]

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[2] Ibid., p. 10.

4. Curriculum specialists, through programs they help develop, must assist in redefining the term "skill." The vocational educator can no longer assume that he has provided a lifetime gift by teaching the student to perform a specific set of skills. In fact, training in this traditional sense probably prepares students for vocational obsolescence, economic disappointment, and disillusionment. Drucker insists that, "Instead of being what one has learned, skill will have to become the capacity to learn, that is, to apply ideas regarding work to new tasks."[3] Curriculum specialists must help define the common core of skills which focus on the coping behaviors that are needed to prepare the flexibility, adaptive individual.

5. Past attempts at training vocational-technical education personnel in curriculum development areas have often been short-term in nature and have often focused on the writing of behavorial objectives. While objective writing skills are improtant, the thought processes involved in determining what is to be taught is also extremely important. Too little time has been spent on arriving at what is to be taught in vocational-technical education programs. Arriving at program content is a multi-dimensional task that involves understanding of changing economic, political, and general social conditions such as the energy crisis, crisis with respect to moral-ethical values, mobility of the population, population density in urban areas, job boredom, questioning of old values related to sex roles and behaviors, pollution of the environment, polarization of the affluent and the poor, etc. In other words, the values of vocational education must be reevaluated.

Competencies Needed by Curriculum Specialists in Vocational-Technical Education and Career Education

There are many questions which need to be asked relative to the professional tasks of vocational education and career education curriculum specialists: What important tasks are curriculum specialists in vocational education and career education now performing well that they should continue to perform and what tasks need to be performed that are not now being performed well? Considering the great variety of situations into which a curriculum specialist might go, is there enough unity to the field to constitute a basis for a field of professional work or study, and if so, what are the central elements or competencies? Is it possible and/or useful to distinguish between specialists in

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[3]Drucker, Peter F. The Age of Discontinuity. New York: Harper and Row, 1970, p. 339.

curriculum and those in teaching, evaluation, and administration of vocational and career education programs? What sorts of new or revised institutional arrangements would be needed to carry on a program in the training of curriculum specialists? What sort of professional preparation would be required to perform these activities and play a curriculum role effectively?

Curriculum development requires multiple competencies. In 1969 participants at the National Conference for the study of Curriculum Development in Vocational and Technical Education listed the following competencies which the curriculum development specialist must possess:

--Have the ability to organize and coordinate the work of a team in a manner that will produce an effective curriculum.

--Have a knowledge of the various theories related to curriculum development, possess the ability to compare and analyze different theories, and be able to create adaptations for use in vocational-technical education.

--Have the capability for diagnosing the present and projected needs of the learner. (The diagnosis may entail occupational and job analysis; a complex extrapolation of economic trends; a survey of employment opportunities; or research designed to identify factors affecting the total development of the learner, including his ability to function effectively as a member of his family and community.)

--Have the ability to make competent judgments as to the validity and importance of content material. (In this area he must have the ability to use effectively representative advisory groups in determining the essentiality of content material and the validity of objectives.)

--Have a comprehensive understanding of the sociological and psychological principles of learning. (Of greater importance is the necessity for a thorough understanding of the application of these principles to the varied needs of a diverse learning group.)

--Have the ability to develop objectives in behavioral terms. (To be effective, the curriculum specialist must interpret performance goals in ways that communicate the intent of the program to all concerned.)

--Have the capability to organize content and learning processes into sequential activities that facilitate the achievement of objectives.

--Have the ability to develop procedures for measuring the learner's progress and for providing the learner with feedback.

--Have the ability to translate objectives and instructional procedures into plans for materials and facilities.

--Have the ability to design and conduct research programs which will assist in testing and evaluating the materials in terms of the end results.

--Have the acumen and be acquainted with the dynamics of social-political action in order to implement curriculum change and thereby overcome inertia or resistance to change.

These general competencies served as a starting base for the development and refenement of more precise competencies that are needed by vocational education and career education curriculum specialists. Three broad areas of competencies emerged:

1.0 Administration and Supervision of Vocational Education

2.0 Evaluating and designing Vocational and Career Education Materials and Programs

3.0 Inservice Education and Curriculum Change

OCCUPATIONAL EDUCATION ADMINISTRATION

Wayne Ramp
Southern Illinois University-Carbondale

Background and Overview

Expansion and broadening of vocational education in public schools accompanied by a national concern for career education at all levels of the educational system has created a need for professional personnel to lead viable occupational education programs. Along with increased emphasis upon world-of-work education for all students has come a realization that school leaders in general have not been equipped by their programs of academic preparation to deal with the myriad problems that attend sound vocational program planning, implementation and assessment.

He Is Responsible

The school situation in regard to vocational education has come into the spotlight because responsibility for decisions regarding local vocational and/or career education programs has been shifted from the state level and placed squarely on the local school district. Generally, school leaders in past years had merely to follow the requirements promulgated by the designated state vocational education official and the local program would be approved to receive state and federal funds. In recent years because of the press for accountability and better planning, school districts have been required to develop appropriate local plans for vocational education in grades K-12. One important feature of the typical local plan is the requirement that one person be designated as responsible for its implementation. In some cases where there is no certified vocational director, the school superintendent has accepted this responsibility as his own. In other cases he has delegated the responsibility to someone, usually a building principal or a curriculum director holding the appropriate administrative credential. In still other situations the chief school administrator has assigned the duties related to managing the vocational program to a promising vocational teacher who does the work but is not given an administrative title because he does not hold the administrative certification.

Innovation in Illinois

Against this background the Professional and Curriculum Development Unit of the Illinois Division of Vocational and Technical Education issued an

RFP (Request for Proposal) for two teacher education institutions to develop a model performance-based graduate program which would lead to the preparation, certification and employment of qualified leaders of vocational education programs in Illinois schools. A cooperative project was awarded to a consortium composed of Illinois State University at Normal and Southern Illinois University at Carbondale.[1] The model program that was developed as a result of this effort was then made the basis for follow-up projects which required two universities to each enroll qualified students in order to implement the previously developed model performance-based graduate program in Occupational Education. Both institutions, that have worked together to develop the performance-based model, continued with the implementation phase.

The Model

Through the work of Ramp and Anderson,[2] performances have been identified for the leader of occupational programs. These performances have been translated into specific behavioral statements and organized into a taxonomy consisting of seven performance areas:

1.0 Program Planning and Implementation
2.0 Staff Recruitment
3.0 Personnel Development and Management
4.0 Program Operation
5.0 Program Management
6.0 Management of Physical Facilities, Supplies and Equipment
7.0 Public Relations

These performance areas are the superstructure of the model and are used as the broad parameters of instructional content.

Within the model's superstructure, further suborganizing and factoring of the performances into 27 clusters has been specified. Each of these clusters consists of two parts: (1) a statement of condition or situation, and (2) one or more of the 159 performance statements. A typical cluster is the following one (cluster 2.1) from the Staff Recruitment Performance Area.

Condition: Given a packet of job descriptions, and other relevant data, the occupational education leader will be able to:

Performances: a. determine sources from which applications may be received, i.e., colleges and universities.

b. determine alternate sources of employees such as neighboring schools and industry.

From the preceding description, it can be seen that the model not only organizes the 159 performances into a taxonomy but also specifies in behavioral terms the basis on which to assess a given performance.

Implementation

Besides the rather standard graduate school activities of registering for course hour credits, pursuing readings and taking examinations, three rather unusual aspects have been and are hallmarks of the Leadership Development Program explicated in this model: (1) a tri-partite educational network, (2) a portfolio of proficiency development, and (3) a comprehensive, full year internship in a cooperating educational institution.

Tri-Partite Educational Network

Through a Memorandum of Agreement signed by both the cooperating educational institution and the university, an educational leadership development endeavor combining the efforts of a practicing educational leader, an occupational education intern, and university professors is established. This means that practicing vocational leaders and interns are admitted formally as co-operators of the program. Daily internship supervision is the role of a cooperating leader who arranges organizational participation for and proficiency development by an intern. A cooperating education institution provides an intern with an average of two hours per day when he pursues activities which relate to proficiency development as outlined in the portfolio.

Provided by the university are weekly classroom instruction sessions and internship coordination by a professor. The classroom sessions include discussions of pertinent reading materials, workshops and seminars by state office personnel and private sector personnel, simulations of administrative performances, and intervention strategies for organizational development. These sessions are built basically upon the model's 159 performance statements and related internship concerns as reported by university coordinators. Thus, the program including classroom sessions is linked both to professional leadership requirements through the portfolio performance statements and to actual on-the-job occurrences through the university internship coordinator.

Portfolio of Proficiency Development

The blueprint for the entire program of leadership development is the individual's portfolio. It outlines for the three parties involved in the educational network the framework in which at least 159 performances are to be developed. Included for each of the performance statements are a pre-assessment and a post-assessment, both of which are similar in format. An assessment system based on Bloom's taxonomy[3] and Gronlund's application[4] is used. Basically, for each performance statement the intern assesses his level of cognitive proficiency development at (1) None, (2) Knowledge, (3) Comprehension, (4) Application, (5) Analysis, (6) Synthesis, and (7) Evaluation.[5] The date of the pre-assessment (beginning of program) and the date of the post-assessment(s) are entered as well as the methods of attainment. Signatures by the cooperating leader and university coordinator indicate that they concur with the marked level of proficiency. Guidance to the three parties in marking the appropriate level of proficiency achieved is given in an accompanying section of this book which suggests a typical performance at each proficiency level for each performance statement. Affective domain assessments are also made in a similar manner.

A humanizing and individualizing provision of this performance-based assessment system, however, is the encouragement of student-suggested criteria upon which to judge proficiency achievement. In other words, the suggested typical performances for each level of proficiency are indicators, not rigid ends in and of themselves.

For purposes of the program, competence (a minimally acceptable proficiency) is designated as at least the Comprehension level of cognitive proficiency and the Receiving level of affective proficiency in 90% of the performances.

The portfolio also places squarely on an intern the onus of competency development. Since the performances (including those suggested by the intern) are clearly outlined at the beginning of the program, their successful accomplishment becomes the intern's basic responsibility. To achieve a necessary competency, he/she can pursue internship activities, relay (through a university coordinator) competency development concerns into the classroom setting for resolution, attend workshops; and if the internship, classroom activities, and other planned experiences fail to develop competency, he/she can design his/her own activities for competency development. Continuing periodic post-assessments at lower levels of proficiency than program expectations, i.e., lower than the "Comprehension" and "Receiving" levels of proficiency, indicates that an intern is in need of help in competency development.

Daily Internship

Theory meets practice in the internship. Because of the tri-partite educational network mentioned earlier, all participants become learners. Thus, the flow of information is not just university outward to another educational institution: a reverse flow to the university is at a high level and is a mechanism for the continued adjustment of the program.

University coordinators visit the intern in his/her internship setting on a regular schedule. Discussions are held concerning the intern's progress as well as his/her problems, and many ideas and solutions are suggested on the spot. Proficiencies that need strengthening and intern concerns that cannot be resolved during a visit are communicated in writing by university coordinators to the education staff members who in turn design appropriate classroom activities (simulation, etc.) aimed at common problems.

Experience to date indicates that the beginning (or motivating) idea and place of proficiency development may be different for each intern. For instance, some interns gain new knowledge in classwork discussions of theory which when applied in internship practice become the springboard of growth. Others on the same performance find internship practice or a coordinator's visit to be the beginning of growth later tested and verified by a study of theory in the classroom.

Conclusion

The validity of the original performance-based model seems to be supported by the experience of those who have participated. All student participants thus far have secured leadership positions in occupational education. Types of positions range from a local directorship, through a junior college deanship, to an assistant superintendency for occupational programs. Comments from cooperating administrators and university personnel support the model's validity.[6]

Co-operators of the project believe that both classroom and internship experiences are necessary components to successfully implement the model. A "best fit" of internship and classroom is difficult to assign because of individual intern differences. Given the opportunity to develop proficiency in both classroom and internship, the two seem to reinforce each other.

A program depending heavily on internship experiences must select the cooperating leader with care. A knowledgeable, cooperative, and concerned leader/supervisor who is in daily contact with the intern is of critical importance to a successful individual internship. In addition, the

intern and his cooperating supervisor expect to be visited by university personnel, appreciate it, and are apt to express resentment if they believe they have not received their share of the visitation schedule. The visitation conveys to them that they are important cooperators of the program and that time and resources are being expended by the university for their benefit.

The Division of Vocational-Technical Education State office is so important to the operation of occupational programs statewide and in the services available to schools that it is a requirement that each occupational education leadership intern spend time there. A Division of Vocational-Technical Education organization chart and personnel roster come to life as the intern connects personalities with programs and services.

The ultimate existence of a performance-based program such as the one described herein will depend upon rather flexible certification criteria. For example, provision will probably need to be made for proficiency development outside the usual university campus-based course requirements.

In general, those who have worked with the model are of the opinion that the outcomes to date have been most worthwhile. Participants who have completed the program have been launched into new careers, and because of the internship are able to function as leaders of occupational education with almost no lost time for orientation. Personnel in educational institutions who have worked with the project are enthusiastic about the program, and several have requested that they be included in other cooperative arrangements at a future time. Campus professors exhibit a new awareness of, and respect for, a performance-based curriculum for all school personnel.

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[1]Edward Anderson and Wayne S. Ramp, A Competency Based Model Graduate Program in Occupational Education Administration. A report on a joint project between Southern Illinois University at Carbondale and Illinois State University at Normal; Project Funding Agency: Board of Vocational Education and Rehabilitation, Division of Vocational-Technical Education, Project numbers PD CA2-128 and PD CA2-157, Springfield, Illinois, June 30, 1972. (Eric No. ED 066-566)

[2]Ibid.

[3]Benjamin S. Bloom, Editor, Taxonomy of Educational Objectives. New York: David McKay Company, Inc., 1956 and 1964.

[4]John Gronlund, Stating Behavioral Objectives for Classroom Instruction. New York: MacMillan and Co., 1970.

[5]Bloom, op. cit., 1956.

[6]Wayne S. Ramp and James C. Parker, The Implementation of a Model Competency Based Graduate Program in Occupational Education Administration. A Final Report; Project Funding Agency: Board of Vocational Education and Rehabilitation, Division of Vocational-Technical Education, Project numbers PDT-A3-083 and PDT-A3-084, Springfield, Illinois, September 15, 1973, pp. 28-37.

APPENDIX A - TASK FORCE REPORTS

AREA OF CONCERN	SUGGESTED COURSE OF ACTION (what? when? who?)	SUPPORTIVE RATIONALE (why?)
1. Schools are losing enrollments. Replacements are limited, therefore resident teachers must be utilized. Teacher training programs must be broadened to give resident staff capability to teach more than one area. This allows the administrator greater flexibility in program planning.	1.1 Univ.'s should encourage the comprehensive major for teachers 1.2 Univ. Admin. programs must train potential admin. to plan staf-in-service programs with teachers at the time of employment (Performance Hiring) 1.3 Local agencies & Univ's form a partnership to recruit & train administrators	
2. Greater emphasis must be placed on training all teachers in methods of competence required to teach special educ. students in regular programs (Mainstreaming)	2.1 Univ. Ed. Ad. Programs should contain modules of instruction 2.2 Univ. Personnel Dev. Programs across the board must contain modules of instruction. 2.3 DVTE organize state agencies to marry expertise & produce suggested modules of instruction. 2.4 Local Director & teacher educators share in pre-service preparation of teachers & administrators. Plan concrete programs.	
3. Entitlements for administrative supervision. Levels 1, 2, or 3. Is there a need for both 1 & 2?	3.1 Alternate inputs to Certification of administrators (LEA's, state agencies, prof. organizations should get together to modify certification to meet local needs. "Certification Conference" composed of Local Directors of Voc. Educ. Univ. Educational Administration professors of state agency & certification board personnel. 3.2 Cooperative approach to certification with all appropriate agencies etc. 3.3 Certf. board form study groups of the above to compile a 1976 report for transmittal to the state supt. & VDE related to needed changes in certification, endorsements, credentials, etc.	

AREA OF CONCERN	SUGGESTED COURSE OF ACTION (what? when? who?)	SUPPORTIVE RATIONALE (why?)
4. Teacher re-training or re-treading--and administrators problem!	4.1 Univ. administrators be prepared to organize personnel & organize retreading or retraining of personnel, e.g., home ec teacher to personal services. 4.2 Personnel management (Pre-service & In-service) Educational activities. 4.3 Universities personnel local Educ. Voc. Directors team-up to offer specific special interest educational programs designed to retread existing programs (shared time-responsibility & cost). 4.4 Internship be funded, sponsored and/or endorsed by state agencies & coop. 4.5 Re-evaluate existing formulas for granting credit for on-the-job experience (all agencies).	
5. Paper credentials (certification) must be re-evaluated to meet local needs and insure flexibility.	5.1 The entire certification procedure be re-evaluated to determine appropriate modifications desired to comply with local agency needs for curriculum change, design of delivery	
6. Supervision of Personnel in the schools.		
7. Proficiency testing should be planned and uniformly accepted (advanced placement).		
8. New program development into the local schools. How? Certification? Money? Teachers? Unions? Tenure? Etc.?		
9. Why certify teachers? (a) moral (b) preservation (c) quality education Must be answered and certification procedures reorganized to compliment the objective.		

AREA OF CONCERN	SUGGESTED COURSE OF ACTION (what? when? who?)	SUPPORTIVE RATIONALE (why?)
10. Access to data to improve training of educational administrators a) why sheltered b) united cooperation among & between agencies (Information Flow) Consultant to current information must be available to all university programs to offer current training activities.		
11. Standards for certification of administrators must be evaluated.		
12. "Career Guidance" How can it be improved from an administrative point of view?		
13. Internships for administrators and educational personnel at all levels.	13.1 Evaluate the process of internships to promote sound education based activities (SDE - BHE - University develop procedures of justification for funding internships).	
14. Reliable data base for program development, change and promotion.	14.1 On a subscription basis distribute regular information to educational personnel - (SDE - BHE - ICCB - Governors Office). 14.2 Data collection & dissemination system - manpower agencies educ. agencies to utilize existing subsystems.	
15. Continue and increase funds for in-service of school administrators	15.1 SDE and DVTE organize to support administrators in-service programs similar to present ongoing systems in DVTE.	
16. Supplemental Grant Programs be continued & expanded.	16.1 Organize to extend present supplemental program developments, grants, programs, exemplary activities, etc.	
17. LEA-Voc Ed communications be continued and expanded.		

AREA OF CONCERN	SUGGESTED COURSE OF ACTION (what? when? who?)	SUPPORTIVE RATIONALE (why?)
18. Vocational Teacher Certification/Teacher Retraining	Conduct a certification conference for Occupational Education in the State of Illinois. Recommended Attenders 1. Teacher Certification Board 2. DVTE 3. University Chairmans of Occupational Education Recommended Certification requirements as follows: 1. One year of work experience in a technical area outside of the educational community. 2. Completion of technical training appropriate to the instructional area. Options or Completion a. X number of years of work experience in the occupation b. Completion of all technical courses of a certificate or associate degree program as appropriate to the instructional area. Training obtained from a community college or an approved private technical school would be acceptable. OR c. Completion of a graduate degree program offering technical competencies for the instructional area. 3. Occupational Certification by the Department of Registration and Licensing for occupations which require such certification. 4. A bachelors or Masters degree in occupational education from an approved institution of higher education.	1. The ability of the LEAs to provide quality occupational education programs is hampered by current certification requirements. The current provisions for work experience in the area of instruction combined with the requirements of technical training prohibits instructors from teaching in more than one occupation area. This is a particularly acute problem for small secondary schools with total enrollments of less than 600 students. 2. The elevation of this situation through the replacement of existing faculty with recent, 'multi-occupation' graduates would represent an extremely slow process. Many of the LEAs are currently faced with a high percentage of tenured faculty, many of whom are general educators. Without an approved system for retraining and certification of existing faculty, some tenured general education personnel may be assigned to vocational subjects, i.e., cooperative education without training in attempts to obtain full utilization of faculty members. 3. In recent years, the high emphasis on providing high level skills for vocational students has been inhibited due to the fact that instructors currently in the field, have not been afforded avenues for retraining nor required to undergo certification requirements. Curriculum changes in some cases have been minimal and others reflect only program and course title changes. 4. The proposed certification changes would provide the educational avenue for retraining of instructor currently holding vocational positions, who have not completed specific occupational preparation and require such retraining for certification. It would provide increased program offerings for LEAs with small numbers of faculty members and provide a means of breaking the tenure block to program expansion by offering general educators the avenue for retraining and certification.

AREA OF CONCERN	SUGGESTED COURSE OF ACTION (what? when? who?)	SUPPORTIVE RATIONALE (why?)
State agency personnel must be directly assigned to work with universities and local agencies related to personnel development and curriculum modification.	Explore present DVTE and IOE services if organize an agency service which is directly involved with university teacher education programs.	
Community colleges are flexible and able to react to current needs. Universities cannot because of regulations. Maintain necessary flexibility.	Study methods to allow universities expedient channels to respond to changing needs. (Possible R.F.P. approach via funding by HBE - IOE etc.) 1 year turn-around at most is required.	
Re-evaluate the university structure and cut-out some programs to allow for priority needs.		
19. Forecasting	Need Hard Data Need Program for Forecasting Local, Regional, National	Include under Data base

AREA OF CONCERN	SUGGESTED COURSE OF ACTION (what? when? who?)	SUPPORTIVE RATIONALE (why?)
1. Teacher shortage	1.1 TTI recruit specialty teachers and provide inservice to conditionally certified teachers.	1.1.1 A number of specialty type teachers are needed due to the broader offering in ABAO. 1.1.2 A number of teachers are available with some ABAO background.
	1.2 TTI & DVTE reactivate teacher recruitment commission	1.2.1 There is a need to educate, consumers, legislators, school administrators, potential teachers and counselors to the opportunities available in the field of ABAO teaching. 1.2.2 All groups concerned need a rededication of faith in their mission.
	1.3 ABAO consultants visit each beginning ABAO teacher each year and others on a rotating basis	1.3.1 Many teachers are leaving the field after a few years on the job. 1.3.2 Teachers need consultant help in the struggle to succeed.
	1.4 DVTE provide more staff in ABAO to provide inservice help and consulting services	1.4.1 Morale of ABAO teachers seems to be lower than justified. 1.4.2 Some teachers are offering less than a full program.
	1.5 TTI & DVTE improve the image of ABAO program with an active publicity program	1.5.1 Low enrollments in colleges of education 1.5.2 Decreasing farm population calls for greater need for urban type students. 1.5.3 Less money for agriculture due to lack of legislative influence. 1.5.4 Consumers poorly educated as to their dependence on a healthy agriculture 1.5.5 Greater demand for students with an agricultural background in off-farm agriculture. 1.5.6 Local schools fail to provide adequate facilities and support for a quality ABAO program.
	1.6 DVTE fund program at higher level.	1.6.1 Teacher salaries are not competetive with other jobs available to agricultural graduates 1.6.2 Present need for a healthy agriculture to serve our state and nation is not in line with present funding policy.

AREA OF CONCERN	SUGGESTED COURSE OF ACTION (what? when? who?)	SUPPORTIVE RATIONALE (why?)
	1.7 RG D provide funding for manpower needs survey in ABAO	1.7.1 Present manpower statistics available do not provide the true picture for Illinois agricultural needs.
	1.8 TTI & Community colleges cooperate in an introduction to agricultural education course at freshman or sophomore level	1.8.1 Articulation reports show the recognition of an introduction course is recognized as one of the courses that are reocgnized for transfer.
2. Professional needs of teachers of applied biological and agricultural occupations.	2.1 TTI provide more in-service education for teachers.	2.1.2 Dynamic nature of agricultural practices and social changes in the school call for increase in-service education.
	2.2 DVTE provide financial support for in-service education in technical areas at a time and place agreeable to teachers.	2.2.1 TTI need help to finance needed non-credit and credit programs in technical areas.
	2.3 DVTE and TTI encourage more extensive use of new instructional materials	2.3.1 Use of certain types of instructional materials has decreased in recent years.
	2.4 Advisory boards should be used to help assess professional needs of teachers.	2.4.1 Additional systems of monitoring continuing education needs of teachers is needed.
	2.5 Local advisory councils should be used to identify local needs.	2.5.1 Use of ABAO advisory groups has decreased in recent years. 2.5.2 Teacher morale is low in many schools. Role of ABAO teacher has changed greatly in recent years.
	2.6 ABAO consultants encourage greater participation in in-service education programs.	2.6.1 Many teachers are struggling to conduct quality programs. 2.6.2 Teacher turnover has increased in recent years
	2.7 DVTE use additional ABAO staff to evaluate ABAO programs to see if they are meeting local needs: a) Facilities d. Contractual arrangement b) Curriculum e. discipline c) Teacher load f. supervision of experience programs.	2.7.1 Quality of ABAO programs has deterioriated in many schools. Some teachers receive less satisfactions from their work.
	2.8 ABAO consultants, TTI, and teachers prepare guidelines to help insure quality programs at the local level. DVTE schedule sectional meetings to disseminate and discuss guidelines with administrators and teachers.	2.8.1 Many administrators do not understand the nature of quality programs in ABAO. Unique characteristics of ABAO programs should be spelled out.
	2.9 IOE encourage local school boards to recognize non-credit workshops on salary schedules.	2.9.1 Some non-credit courses are very helpful as in-service education activities.

AREA OF CONCERN	SUGGESTED COURSE OF ACTION (what? when? who?)	SUPPORTIVE RATIONALE (why?)
3. Greater need for adult education courses in agriculture and young farmer courses in Illinois high schools.	3.1 DVTE increase reimbursement for adult education.	3.1.1 Present reimbursement rate does not encourage LEA's to offer adult courses. 3.1.2 Differential between reimbursement at community colleges and high schools has discouraged adult work in high schools. 3.1.3 Some ABAO programs have been discontinued because of lack of adult education services.
	3.2 TTI develop teaching materials and provide in-service workshops for teachers to help them plan and conduct specific adult courses.	3.2.1 Teachers need additional assistance and encouragement in adult education area. 3.2.2 Past experiences indicate that dissemination of appropriate teaching materials and/or in-service workshops do increase the number of adult courses offered.
	3.3 DVTE provide funds to implement workshops and assist TTI to develop materials	
	3.4 RCV fund research and development projects which explore new arrangements for high schools and community colleges to cooperate in offering adult programs.	3.4.1 There is considerable confusion in Illinois regarding the role of the high school and the community college in adult education. 3.4.2 IOE and TTI's have not helped LEA's to articulate adult education programs.
	3.5 DVTE and TTI encourage local teacher to organize and use advisory councils to expand adult education programs.	3.5.1 Number of local ABAO advisory councils at local level has decreased.
4. Requirements for certification.	4.1 State Certification Board redefine the conditions of the provisional certificate.	4.1.1 Schools that can't find a certified teacher will be forced to employ a person on provision 1 status. They are not required to enroll in an in-service program to make up their deficiencies.
5. Program planning procedures at the local level.	5.1 DVTE and TTI provide educational programs for local vocational directors and administrators to help them understand what constitutes a quality agricultural occupations program.	5.1.1 Vocational directors do not always have a background in ABAO or other occupational areas
	5.2 DVTE alter the format of the local one-year and five year plan to include a supplementary section which calls for the specifics of what will be done in the ABAO programs. This section should be filled out and signed by the ABAO teacher.	5.2.1 Some local occupational teachers are not involved in the preparation of local plans. Local plan format is so general that input of teachers is not really required to complete the plan.
	5.3 TTI provide pre-service and in-service training on how to complete the new occupational section of the local plan.	

AREA OF CONCERN	SUGGESTED COURSE OF ACTION (what? when? who?)	SUPPORTIVE RATIONALE (why?)
	5.4 DVTE provide in-service training to teacher educators on how to complete the local plan.	
6. Inadequate facilities for instruction in Agr. Occupations for 1980's.	6.1 ABAO check present facilities, plans for future construction and on-site checks of construction to be sure facilities are adequate for present & future community needs.	6.1.1 Present local facilities are often inadequate. 6.1.2 New construction for local departments of Agr. occupations and AVC are inadequate & poorly designed. 6.1.3 Facilities do not lend themselves to good instruction (good housekeeping).
7. Reimbursement policy for Univ. teacher Ed. Programs	7.1 DVTE support & reimburse the pre-service educ. programs in occupational areas where there is a shortage of teachers.	7.1.1 State funding is used for curriculum development, in-service educ. and across the board activities using the REP system.
	7.2 DVTE allocate some funds to each occupational area to be spent on needs defined by representatives of that occupation.	7.2.1 Appears to be an efficient and economical way to deliver in-service training.

AREA OF CONCERN	SUGGESTED COURSE OF ACTION (what? when? who?)	SUPPORTIVE RATIONALE (why?)
1. Need to improve the in-service and preservice t/e programs in occupational education in the State of Illinois.	1.(A) By FY 1977 the Illinois Board of Higher Education and the Illinois Office of Education work cooperatively to commission and fund the activities of a statewide task force charged with the task of designing guidelines and alternative patterns of education and occupational oriented experiences that could be appropriate for teacher education. Who? - This task force should be made up t/e's secondary and post-secondary instructors, state staff, representatives from business and industry from the occupational areas for which guidelines will be developed. At least one staff member from the business education department at each state supported university will be represented on this task force. 1.(B) By FY 1977 the Illinois Board of Higher Education and the Illinois Office of Education work cooperatively in coordinating and funding research development and exemplary activities that will result in viable competency based & other innovative strategies in occupational education 1.(C) By FY 1977 the Illinois Board of Higher Education and the Illinois Office of Education work cooperatively in conducting and funding workshops for innovative and alternate methods of t/e programs in new and emerging curricula, i.e., competenc based, humanistic. 1.(D) By FY 1977 the Illinois Board of Higher Education and the Illinois Office of Education work cooperatively in identifying areas in which practicums workshops and conferences should be offered in designing a system so that t/e institutions have the needed information and resources available so that they can be responsive to the needs of all types of occupational education personnel. 1.(E) By FY 1977 the Illinois Board of Higher Education and the Illinois Office of Education implement and fund a statewide system of in-service t/e that may include practicums, workshops and conferences for all types of occupational education personnel, so inservice activities are readily accessible to all personnel and must provide for a built-in short and long term evaluation processes.	1. The Illinois Board of Higher Education Task Force recommended it, see Study June 1973, entitled "A Study of Demand and Factors Related to the Improvement of Occupational Education Personnel Development Programs in the State of Illinois," see page 86.

AREA OF CONCERN	SUGGESTED COURSE OF ACTION (what? when? who?)	SUPPORTIVE RATIONALE (why?)
	1.(F) By FY 1978 the Illinois Board of Higher Education and the Illinois Office of Education work cooperatively to improve the systems for evaluating t/e programs in teacher education. The following persons should be involved in designing these systems and criteria: teacher-educators, area secondary and post-secondary teachers and administrators, area representatives from business and industry, graduates of programs, representatives from the Illinois Board of Higher Education and the Illinois Office of Education.	
	1.(G) BY FY 1980 the Illinois Board of Higher Education and the Illinois Office of Education fund, identify, design, operationalize, implement and evaluation of new instructional strategies (i.e., competency-based) in teacher-education curricula system in the occupational t/e programs, the following persons should be involved: teacher educator, area secondary and post-secondary teachers and administrators, area representatives from business and industry, graduates of programs, representatives from the Illinois Board of Higher Education and the Illinois Office of Education.	
2. The need to increase the proportion and amount of resources devoted to inservice t/e programs in occupational education.	2.(A) By FY 1977 the Illinois Board of Higher Education and the Illinois Office of Education work with t/e institutions and local education institutions to develop, plan and implement a statewide coordinated, comprehensive inservice t/e program that would enable each occupational education and institution to be serviced by the closest possible t/e institution.	See study - Illinois Board of Higher Education Task Force recommendation in Study entitled "A Study of Demand and Factors Related to the Improvement of Occupational Education Personnel Development Programs in the State of Illinois.
	2.(B) By FY 1977 the Illinois Board of Higher Education and the Illinois Office of Education should fund t/e institutions to provide inservice and continuing education to secondary and post-secondary instructors. Also, t/e institutions should be given credit for inservice training to LEAs.	
	2.(C) By FY 1977 the Illinois Board of Higher Education and the Illinois Office of Education work with other state and federal agencies to secure funds so that the comprehensive inservice program for occupational education personnel can become a reality.	

AREA OF CONCERN	SUGGESTED COURSE OF ACTION (what? when? who?)	SUPPORTIVE RATIONALE (why?)
	2.(D) Inservice activities should be designed to focus upon developing specific competencies needed by individuals.	
	2.(E) The one and five year plan should support a detailed study of LEAs to access the kind and type of inservice development needed by occupational education personnel.	
	2.(F) Teacher training institutions should develop and test the use of on-site personnel development teams which in cooperation with local school and community leaders plan a program of inservice activities for personnel.	
	2.(G) The Illinois Board of Higher Education and the Illinois Office of Education should work cooperatively to provide funds to t/e institutions to provide specialized inservice training and retraining for their staff members.	
3. Certification requirements are not clear.	3.(A) Certification requirements should be developed by the Illinois Office of Education and disseminated to LEAs for compliance.	
	3.(B) Add vocational requirements from Bulletin #4 (without any loopholes, eliminate short-term workshops not equivalent to courses)- to Bulletin #160.	
	3.(C) Add requirements for business education teachers to Bulletin #160 made by IBTEC and sent to the Illinois Office of Education last year.	
	3.(D) The Illinois Office of Education should develop system for insuring compliance with Bulletin #160.	
4. The deteriorating quality of cooperative education.	4. The Illinois Office of Education should insure compliance with the 19 guidelines found in "An Articulated Guide for Cooperative Occupational Education," DVTE Bulletin # _____.	

AREA OF CONCERN	SUGGESTED COURSE OF ACTION (what? when? who?)	SUPPORTIVE RATIONALE (why?)
A. Counselors and counselor educators	1-A. Develop models and procedures for in-service development for staff personnel at the university level; models and procedures for their training programs; and models and procedures for service to the public schools.	
1. Personnel Development a. consultive skills b. counseling skills c. coordinating and/or organizational skills	1-B. Efforts by I. O. E. (DVTE) to help universities to evaluate and to maintain accountability for school service.	
	1-C. Encourage university personnel to work in public school centers to keep abreast of reality (Exchange positions thru reciprical agreements between universities and public school districts)	
2. a need for an "Illinois Position" Career Education	2-A Representation from all areas in education be represented (such a position should foster realistic evaluative criteria)	

AREA OF CONCERN	SUGGESTED COURSE OF ACTION (what? when? who?)	SUPPORTIVE RATIONALE (why?)
1. Preselect/prepare health occupations (HO) teachers for secondary and post-secondary program levels.	1.1 HO educators, practitioners/professionals and State agencies TTI Preceptors Employing Agencies 1.2 Develop HOE liaison council to identify HO teachers' teaching/clinical skills Seek funds to implement HOTEP	1.1.1 A council of representatives from Health Occupations educators, HO practitioners, and members from involved State agencies should identify teaching and clinical skills required of HO teachers. The individual entering the HOTEP should be a health practitioner; this being defined as an individual having completed a certain prescribed education to practice in their technical field, also to have completed a prescribed length of practice in that field. The identified knowledge base will enable the teacher to build and implement quality programs Determine the validity of utilizing teachers from other majors to teach orientation courses--determine competencies needed.
2. Develop inservice programs for HO teachers.	2.1 HO educators, practitioners/professionals and State agencies TTI Region or district LEA Other involved agencies 2.2 Perform needs assessment Plan/provide courses/programs for HO teachers Secure funding for inservice programs from IBHE, regions, districts and other agencies	2.1.1 Presently teachers in HO programs generally lack teacher education experience. Need to start immediately to correct deficiencies. Those without competencies in teaching should pursue courses and experiences in teacher education. If teachers are utilized with other majors to teach exploration orientation, offer appropriate inservice to them. Teachers should be able to work toward full certification. Provide a means to update themselves in a complex changing occupational field. Inservice should be pursued on a continuing basis.
3. Prepare HO teachers to generate curricula which promote career mobility.	3.1 State agencies IOE (certification board) Employing agencies TTI 3.2 Implement HO programs facilitating articulation at all levels	3.1.1 Health Occupations programs need to be designed to serve students who anticipate job entry from a number of educational levels, i.e., from grades 12, 13, and 14. Skill learning at the secondary level can serve job entry requirements as well as provide occupational experiences basic to advanced education in the health technologies and professions. Teachers at various levels need to be able to design curriculum to articulate between levels to allow upward mobility. This eliminates unnecessary duplication of learning and cuts down on expense and over crowding in clinical facilities.

AREA OF CONCERN	SUGGESTED COURSE OF ACTION (what? when? who?)	SUPPORTIVE RATIONALE (why?)
4. Determine criteria for HO teacher certification.	4.1 TTI with input from Advisory Councils Certification board (IOE and/or R&E) Through appropriate agencies 4.2 Assess needed competencies Enforce certification criteria	4.1.1 Health Occupations teachers require certification/licensure from several different government agencies and professional associations. Development of appropriate certification criteria will require a cooperative effort by all agencies and associations involved. Professionally certified teachers should be given a specific time limit in which to meet requirements for a regular secondary certificate. If they do not meet the time limitation, the provisional certificate should be denied. When developing the teacher education program and certification requirements avoid too narrow and rigid requirements.
5. Utilize management information system (MIS).	5.1 DVTE, IOE and employing agencies DVTE, TTI, LEAs, and employing agencies. TTI programs in conjunction with HO programs at the secondary and post-secondary levels 5.2 Assure joint responsibility for data gathering concerning: a) Manpower projection needs b) Cost benefit ratio c) Composite projections Interpret data Develop programs which reflect current manpower needs.	5.1.1 Determine how many teacher education programs are needed and how many universities should be involved in this effort. Determine need of health care workers which in turn determines the number of programs in the LEA and enrollment in types of programs. Must be on a continuing ongoing basis. Prevent duplication of effort, expense and ultimate over supply of Health Occupations teachers.

AREA OF CONCERN	SUGGESTED COURSE OF ACTION (what? when? who?)	SUPPORTIVE RATIONALE (why?)
Internship	Offer for credit (possibly as a package with student teaching) community resources to attain a variety of work experiences to develop competency and understanding in and about the world of work, recognizing that experience & maturity count. Recommend its use on teacher training level, additional way to gain more skills.	
Community Resources	Along with TEACHER PREPARATION (below) provide information on how to make effective use of community resources. Such as work training & experience & advisory boards. Recommend training in effective UR	
Teacher Preparation	As part of professional educ. (for certification) include a course/experience in career education for all teachers. This is a general ed. broad base course.	
Affective Domain		
Handicapped	Provide crash program (inservice) for teachers needing methods in teaching handicapped & disadv.	
Delivery	Accept for credit work experience to minimize time & hours needed to complete degree	
Affective Domain	The task force has no competency in this area. We recognize the problem of developing attitudes and values and can only anticipate some viable development.	
IV. Personnel		
a) In-service. A structure and process needs to be established to enable the industrial oriented instructors to stay current in their technical area along with the improvement of their teaching competence.	The SEA should continue to support the development of professional literature and subsequently the dissemination of the same, i.e., Illinois Career Ed. Journal - LAP's in teacher ed. & in the various industrial oriented areas.	By FY 76 the SEA should award a contract for the purpose of conducting workshops in various areas of the state to provide ind. oriented teachers with alternatives for dealing with the problem of having exceptional students in their classes. By FY 78 the ind. oriented "joint staff" shall prepare guidelines for TTIs to follow in awarding credit for alternative instructional strategies such as: a) exchange of personnel between education and industry, b) internships-work experience c) technical workshops primarily conducted by industrial personnel d) demonstration of competence through testing
b) Pre-service	As long as the need for ind. oriented teachers exists, the SEA shall provide the various publics (i.e., guidance personnel) with necessary data to alert prospective teachers to these needs. All TTIs should include the strategies for dealing with exceptional.	
V. Evaluation A systematic plan should be initiated	During FY 76 the SEA should award a contract for the purpose of modifying existing	

AREA OF CONCERN	SUGGESTED COURSE OF ACTION (what? when? who?)	SUPPORTIVE RATIONALE (why?)
for evaluating the personnel development activities conducted by the TTIs.	evaluation models to assess the personnel development activities at the TTIs. This model should include: a) the institution's mission, goals & objectives b) a self study c) an on-site visitation including report. During FY 77 this model should be piloted in at least two TTIs in the state. Subsequently, it should be revised. By 1980 all state TTIs that prepare and in-service industrial oriented teachers should participate in this evaluation process	
Cooperative Relationships Unify Profession	Consortia of TTI and other people from the teaching profession.	
Definition of Mission Statement	Task Force - Mixed groups	
Identification of Basic Skills for youth	Basic research/synthesis & projects/publishers and eqpt. mfgrs.	
Will we have labs or not and what kind	National panel state funded priority	
In-Service Preparation	Mentor Consortia Exemplary projects - for example - redesigning labs & learning environments	
Student Centered Objectives and Instruction Models	Student project guided by TTI researcher or from an LEA	

AREA OF CONCERN	SUGGESTED COURSE OF ACTION (what? when? who?)	SUPPORTIVE RATIONALE (why?)
1. Reassess DVTE guidelines as outlined in Bul. 4 for training occ. ed. teachers for the personal and public service area including Home Ec. Related Occupati ns.	1.1 DVTE TTI's industries, AHEA, LEAs & other agencies should work together to identify the competencies which can be achieved only through related work experience during 1975-76 year. 1.2 The same groups needs to develop the evaluation strategies for determining the level of the competencies achieved. 1.3 Joint staff assume the leadership for developing a plan for pilot-testing during 1977-78 year.	1.1.1 There is no way of evaluating the quality of the work experience as outlined in Bul. 4. There is a need for exploring alternative experiences for developing competencies.
2. Preparing P & PS (HERO) teachers with competencies for helping students with special needs mainstreamed into the regular classroom. More emphasis on developing personnel competent to deal with special need students in the regular classroom.	2.1 TTI's offer as part of courses experience to help teachers gain competencies needed to help students with special needs starting during 1975-76. 2.2 LEAs, TTIs, SEAs provide in-service workshops 2.3 TTI's and LEAs provide sensitivity training sessions 2.4 TTI's develop field experiences and internships by 1976-7.	2.1.1 Special need students are being mainstreamed into the regular classroom programs and teachers back the training and skills needed for identifying and helping to provide for special needs.
3. Evaluation and articulation of P & PS (HERO) occupational programs at all levels.	3.1 LEAs implement locally directed evaluations of programs. 3.2 DVTE emphasis evaluation of programs at all levels as part of on-site evaluations. 3.3 LEAs develop advisory committees to aid in articulation and evaluation of programs. 3.4 DVTE and teacher training institution develop and fund traveling resource persons. 3.5 Disseminate information available through various existing agencies and evaluations. All courses of actions should be implemented by 1977.	3.1.1 There is a need for evaluation to assess the discrepancies between objectives and performance and to identify alternate goals and directions. There is a need to know the present status of existing programs at all levels and to better develop and expand the delivery of preservice and inservice programs. There is also a need to communicate with personne at all levels.

AREA OF CONCERN	SUGGESTED COURSE OF ACTION (what? when? who?)	SUPPORTIVE RATIONALE (why?)
4. Prepare teachers with the capabilities to develop delivery systems for competency-based programs through an inter-disciplinary approach.	4.1 Identify the job competencies for P & PS (HERO) programs through a research project funded by DVTE during 1976-77. 4.2 Implement into teacher training programs by 1980.	Many P & PS (HERO) programs are not competency-based or delivered through an interdisciplinary approach. A job competency list needs to be developed and validated as one basis for curriculum development to aid in selecting the most appropriate content and experiences.
5. Develop a continuous and systematic approach for in-service and retraining of personnel to work at all levels of P & PS (HERO) programs which meet changing needs of society.	5.1 State and local agencies organize an on-going task force to develop a systematic approach for inservice education of teachers for P & PS programs.	5.1.1 There is a need for a systematic approach for in-service and retraining of personnel to work at all levels of P & PS (HERO) programs.
6. Move toward a minimum level competency - based criteria for P & PS teacher education program.	6.1 SEA identify certification criteria which provides recognition for authenticated work experience, demonstrated administrative or leadership competencies & existing occupational skills by 1978.	6.1.1 There is a growing dissatisfaction with current system used to certify educational personnel. There is a need for more accountability. At the present time there is limited recognition given to performance.
7. Prepare P & PS (HERO) teachers to integrate career ed concepts via an inter-disciplinary approach in programs at all levels.	7.1 DVTE, TTI and Industries should identify and develop job competencies as a basis for program objectives during FY 76 to include home & family. 7.2 LEAs use objectives as an aid in identifying staff with the best expertise for conducting the training program.	7.1.1 Occupational programs based on objectives developed from identified job competencies often indicate a need for an inter-disciplinary approach within programs. 7.1.2 The training of HERO teachers is more inclusion than preparing for the role of homemaker. The rapidly changing society dictates a need for training teachers, provide training for peoples multi-roles in society. There is a need for including a home and family emphasis in career education.

AREA OF CONCERN	SUGGESTED COURSE OF ACTION (what? when? who?)	SUPPORTIVE RATIONALE (why?)
8. Develop training programs and curriculum materials for public service areas.	8.1 DVTE should immediately: a) establish a state advisory committee which will include all areas of public service b) fund a research project for public service areas 1) define public service areas 2) outline job descriptions for each of the public service areas c) identify competencies needed to fill teaching positions d) identify areas of curriculum concern in all areas of public service 5. determine the manpower needs for public service programs 6. develop curriculum for public service programs with alternative methods of delivery. 7. provide avenues for developing, disseminating, evaluating and refining the proposed methods of curriculum development. 8.2 LEA's should be made aware of needs and availability to alternatives of curriculum in public service areas and recruit or provide for re-training of personnel for these positions.	8.1.1 There is a lack of trained teachers and curriculum materials for public service programs. The post-secondary programs have been developed for a limited number of programs but little has been done for this needed emerging area.
9. An MI System and a manpower needs projection system should be developed, disseminated, and utilized.	10E should provide the system for implementing a current manpower projection system & MIS for local state and national manpower and employment needs. This could be accomplished through a viable collection and dissemination data information center.	An efficient needs projection system is the basis for a clear alignment of manpower and employment needs. The present employment-manpower needs facilities are not adequate to provide current viable information to local and state agencies.

AREA OF CONCERN	SUGGESTED COURSE OF ACTION (what? when? who?)	SUPPORTIVE RATIONALE (why?)
10. Develop a plan of action teachers, administrators, vocational guidance personnel, teacher educators, preservice and inservice teachers to promote occupational/career education.	1. Provide visibility of quality occupational programs through (a) university workshop including tours, (b) field studies for credit. 2. DVTE sponsor more demonstrations of exemplary programs. 3. Include personnel on DVTE on-site evaluation teams. 4. Develop specific "suggested actions" for evaluation teams to include in reports of Home Economics programs. 5. Invite administrators, guidance people, undergraduates to IVHETA meetings. 6. Home Economics teachers attend IVHETA meetings and professional meetings of other vocational affiliates. 7. Professional association establish criteria for recognition of approved work experience. 8. Publicize Home Economics Career Education through Journal for Administrators, guidance people, Home Economics teachers, etc.	Administrators, vocational guidance personnel, undergraduates, graduates and teacher educators in many instances have not demonstrated positive attitudes toward occupational/career education programs.